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STUDY OF A CONTEMPORARY EFFORT TO BUILD A PROTOTYPIC COLLEGE IN SUBURBIA.

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THE PLANS, DECISIONS, AND EVENTS WHICH TOOK PLACE DURING THE FIRST STAGES OF FOUNDING A NEW COLLEGE IN A CHICAGO SUBURB WERE DETAILED. THE INVESTIGATOR EXPECTED THAT ACCOUNTING FOR ALL THE INITIAL FOUNDING OPERATIONS IN A SINGLE CASE STUDY WOULD REVEAL SPECIFIC PATTERNS OF INTERACTION. THESE COULD THEN BE USED FOR IDENTIFYING MOST OF THE FACTORS ULTIMATELY CRUCIAL TO THE SUCCESS OR FAILURE OF ESTABLISHING A NEW COLLEGE. IMPLICATIONS WERE THAT THE SCOPE OF THE ACTIVITY WAS EXTENSIVE ENOUGH IN ITS INVOLVEMENT OF PERSONS, GROUPS, AGENCIES, PLANS AND PROJECTIONS, AND DIFFERENT RESOURCES OVER A SUFFICIENTLY LONG PERIOD OF TIME (6 YEARS) TO HAVE ENCOMPASSED MOST OF THE MAJOR DECISIONS AND PROBLEMS WHICH INEVITABLY WOULD BE ENCOUNTERED IN OTHER ATTEMPTS WHICH MIGHT BE UNDERTAKEN. (JH)

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STUDY OF A CONTEMPORARY EFFORT TO BUILD A PROTOTYPIC COLLEGE IN SUBURBIA

Cooperative Research Project No. S-233

Samuel Patrick Kelly

The University of Chicago

1965

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TABLE OF CONTENTS

Page

LIST OF TABLES. vi

Chapter

I. INTRODUCTION 1

Overview of the Study
Background of the Study
    The Need for Expansion
    Suburban Focus on the Problem
    Review of the Literature
The Study
    Purpose and Objectives
    Thesis of the Study
    Guiding Questions of the Study
    Rationale and Method
    Data
    Value of the Study
    Format of the Study

II. THE COMMUNITY SETTING. 21

Terminology and Organization
    Zones
    Satellite Cities and Suburbs
    Organization of the Chapter
South Suburbia
    Location and Extent
    Components of South Suburbia
    The South Suburban Population
    Educational Facilities of South Suburbia
    Summary
Park Forest
    Founding, Growth and Development
    Population
    Economics and Occupation
    Social and Recreational
    Religion
    Schools and Education
    Summary

TABLE OF CONTENTS--(Continued)

Chapter Page

III. AN IDEA TAKES FORM 55

1957-1960
    1957
    1958-1959
    1960
Summary

IV. PROVISIONAL INCORPORATION AND SUBSEQUENT DEVELOPMENTS (1961-1962). 78

1961
    Nature of the School
    Organization and Curriculum
    Faculty and Students
    Financing
    General
1962
Summary

V. RECENT DEVELOPMENTS AND CHANGES (1963-1964). 104

1963
    Trustees and Officers
    Facilities
    Curriculum and Statements of Aims
    Finance
    Other Support and Assistance
    Public Information and Community Relations
    Meetings and Committees
    Summary--1963
1964
    Public Discussions
    New Directions
    A Promising Solution
Summary

VI. FINDINGS AND INFERENCES. 165

Findings
    Sponsors of the Attempt
        Categories of Volunteers
        Characteristics of the Functional Directors
        Motivations of the Functional Directors

TABLE OF CONTENTS--(Continued)

Chapter Page

Organization
    Structure and Operations
    Leadership
Modification of Plans and Purposes
Appropriateness of Purposes and Aims, of Plans and Actions
    Obstacles Overcome
    Obstacles Remaining
Scope of the Attempt
Chances of Success
Confirmation of Thesis
Inferences and Recommendations
    The Initiating Group
    Augmentation, Formalization and Incorporation
    Establishment of Purposes and Goals
    Sequential Importance of Certain Factors
    The Information Program
    Opportunities for Affiliation
Implications for Further Research

APPENDIX. 199

BIBLIOGRAPHY. 203

LIST OF TABLES

Table | Page
1. Socio-Economic Variables of Selected Communities. 26
2. Population Statistics for Selected Communities 27
3. Educational Attainment of Members of Selected Communities. 29

CHAPTER I

INTRODUCTION

Overview of the Study

This case study covers the first stages of a contemporary effort by a group of citizens to plan and thereby to satisfy certain educational needs of those outlying communities of Chicago known collectively as "South Suburbia." The college is intended not only to serve its immediate locale but also to serve as a prototype for similar institutions in other sub-metropolitan areas. The study was undertaken with the expectation that a detailed, analytic examination of a particular attempt to determine and to meet needs for higher education would illuminate a number of current conditions affecting the establishment and operation of higher institutions of learning.

The time period covered by this study is approximately six years, from the first tentative discussions to the end of 1964. The study was completed during the last months of what herein are called the "formative" stages, that period when "an institution is marked by the making of value commitments, that is, choices, which fix the assumptions of policy makers as to the nature of the enterprise--its distinctive aims, methods, and role in the community."[1]

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[1] Philip Selznick, Leadership in Administration (Evanston, Illinois: Row, Peterson and Company, 1957), p. 55.

Background of the Study

The Need for Expansion

Each year, more students seek to enter college. Some current predictions for a year as near at hand as 1970 forecast college enrollments of from 5,000,000 to 7,000,000, if nearly all applicants are accepted. For the year 1975, projections range as high as 8,600,000.[1] These estimates are based on two assumptions: first, in the next decade, increasing numbers of students will graduate from secondary school; and, second, a growing proportion of high school graduates will apply for admission to college.

The increased birth rate of the 1940's and early 1950's has been reflected for several years now by increasing public school enrollment (K-12). This enrollment is expected in 1970 to reach 45,000,000.[2] Of this pre-college student population, about one-third will be in secondary school (grades 9-12). In addition, several million parochial and private school students will swell the ranks. Unless present patterns change abruptly, half or more of these

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[1] John J. Corson, Governance of Colleges and Universities (New York: McGraw-Hill Book Company, 1960), p. 2. Also: Abraham A. Ribicoff, "Too Few Are Troubled About U. S. Education's Inadequacies," Michigan Education Journal, XXXIX (December 1, 1961), 305.

[2] Charles S. Benson, The Economics of Public Education (Boston: Houghton Mifflin Company, 1961), p. 526.

High school students will expect, upon graduating, to begin some form of post-secondary education; and the majority will plan to enter college.

Birth rates are declining, but whether this is a temporary phenomenon or a long-term trend remains to be seen. Some observers think that after 1975 or thereabouts, the national population will stabilize or at least the rate of increase will be more moderate than in the recent past. This may be the case; but such predictions have been made before, and subsequently the assumptions underlying them were proved to be erroneous. In the early 1930's, for example, a number of demographers forecast a national population for 1980 of about 150,000,000.[1] This total was reached, however, less than half-way from 1930 to 1980.

Predictions aside, it appears that in the immediate future the demand for college admission will increase if only because of the presence of a larger proportion of college youth in the population. But there is an additional factor to be considered; steadily, more high school graduates per capita are entering college than ever before, and this pattern seems more likely to continue than not, as evidenced by the following facts. Around 1900, fewer than five of every hundred Americans in the college-age group were enrolled in institutions of higher learning; by 1925, twelve were so enrolled, and in 1960, nearly forty of each hundred of the age group were entering post-secondary institutions.[2]

Even if no increase in present demand for college admission were expected, and at least for the next decade this would seem not to be the case, there would still be an urgent need for expansion of facilities. Currently, many colleges receive many more applications than they can honor, even when a substantial proportion of these applications is discounted for one reason or another. Demand varies, of course. Some institutions admit as few as 20 per cent of those applying, while others, the minority, commence autumn term with openings remaining. Quality and location are governing factors: Less prestigious institutions and certain schools far removed from population centers draw fewer requests for admission than do institutions of renown or urban location, or both. But the overall situation is one of incapacity to admit the number who apply, or even all who meet stated entrance requirements.

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[1] Robert J. Havighurst and Bernice L. Neugarten, Society and Education (2d ed.; Boston: Allyn and Bacon, 1962), p. 409f.

[2] Ibid., p. 415.

Awareness of the need for increased opportunity to attend college has led to the formulation of a variety of plans and proposals as well as to considerable expansion of physical facilities. Since the end of World War II, scores of new colleges and universities have been founded. During the decade 1950 to 1960, the names of approximately 200 institutions were added to the United States Office of Education's Directory of Higher Education. For the most part, these were junior colleges not four-year institutions. Of the 90 new names that appeared during the five-year period 1956 through 1960, for example, 69 were two-year junior (or community colleges), 8 were three- or five-year schools, and 13 were four-year.[1] By far, most of these new schools were publicly sponsored, while denominational schools constituted the next group in size.

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[1] "New Institutions of Higher Education," Higher Education, XVIII (May, 1962), 14.

The creation in ten years of 200 new institutions of higher education represents an effort of considerable magnitude. These recent additions alone number more than the total of all colleges operating in the United States a century ago.[1] Moreover, several of the new institutions already have enrollments equalling or exceeding the estimated 8,000 to 10,000 students attending all our post-secondary schools in 1860. Even so, demand for admission into college still outraces the supply of available openings; and the recently-created institutions have not been able to provide, together with already existing schools, even a temporary restoration of balance to the situation.

Three obvious solutions to the problem present themselves: (1) hold enrollment in existing institutions at fixed, or slightly raised, levels; (2) provide new kinds of institutions in order to offer certain students an alternative to the traditional baccalaureate sequence; and (3) increase baccalaureate (and graduate) facilities by more productive utilization of existing arrangements, by expansion of present arrangements, and by creation of new colleges (and universities). Actually, all three alternatives are being followed.

Many institutions, more often those private than public, are limiting enrollments or expanding their capacity very slowly and selectively. A great increase of late in the number of junior colleges, with their two-year terminal and their vocational programs, provides new kinds of institutions and programs to areas and communities of the nation which heretofore had no local post-secondary school.[1] And across the country, though not everywhere equally, existing public colleges (and universities) are expanding their facilities and extending themselves through creation of new campuses. In addition, a few new private institutions are appearing.

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[1] Authoritative counts or estimates place the number at about 175 in the year 1860.

Suburban Focus on the Problem

In the suburbs, need for additional colleges is perhaps more acute than anywhere else in our society. Within a generation, relocation of our national population has created thousands of suburban areas whose inhabitants number in the tens of millions. The recency of origin of most suburbs means that relatively few of them have post-secondary institutions, even junior colleges.

The metropolises which suburbs surround include many colleges and universities, but their location is often inconvenient to suburbanites; and commuting is difficult and costly. Moreover, the metropolitan institutions are already crowded, and they face extreme demands in the years ahead. Chicago provides an illustration: Despite the number of colleges and universities in Chicago, by 1970 nearly 100,000 more students than in 1964 will seek admission into post-secondary schools within the metropolitan area, according to a survey conducted by the University of Illinois.[2]

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[1] Junior colleges almost invariably offer, in addition to terminal and vocational programs, the third option of a transfer curriculum: the first two years of baccalaureate or professional study are taken in the junior college with the intention to transfer at the junior year to a regular college or to a university. Though not all who intend to transfer do so, enough transfer upwards to four-year institutions so that the result is often merely a temporary delay in the demand on other institutions.

[2] *Chicago Tribune*, May 22, 1964, Sec. 1A, p. 2.

Though the need for new suburban colleges is apparent, whether such institutions should be publicly or privately sponsored often constitutes an issue. Those who prefer a public junior college or a branch of an existing state institution may be opposed by their neighbors who disdain junior colleges, or who, for other reasons, would prefer a private four-year institution. Not uncommonly, therefore, attempts to form private institutions fail for lack of general conviction and support, while attempts to win a public institution fail for the same reasons and, additionally, for fear of increased taxes on already heavily taxed properties.

Nonetheless, the patent need and the knowledge that other areas have faced similar problems and overcome them can be expected to prompt increasing efforts to establish new colleges in suburbia. The next decade well may see the greatest growth of new post-secondary institutions occurring within suburbs, our most rapidly growing locus of population.

Attempts to found new suburban colleges will be socially significant in that such attempts will reflect value orientations of, for the most part, middle-class citizens towards higher education. As well, some of these attempts will indicate the capacity of suburbs to undertake the creation of private institutions at a time when the trend is strong towards public sponsorship. The present study concerns one such suburban effort to establish a private college.

Review of the Literature

As a beginning, several bodies of writing were chosen for selective reading. Though the general method of approach of the study is that of historical analysis, the contemporary social nature of the effort under examination suggested that works on social movements, on communities, on volunteer agencies, and on organizations would be profitable to survey for possible assistance.

Histories of institutions were examined also. Though no exemplar study was found, several accounts were of considerable aid in suggesting dimensions of the present task and in helping frame this study's guiding questions.

Histories of colleges

University libraries contain hundreds of such writings and constantly are adding more. Nationally, no year passes without a number of centennials or other milestones reached, resulting either in the story of a particular institution or some one of its components.

But most of these writings are of colleges founded long ago, and most accounts are of colleges founded by public or denominational support. Few deal extensively with the institution's earliest phase: the pre-opening period of planning and events. Finally, all, at least all this writer examined, concern institutions which have been successful over time in conducting academic operations, a success that may not eventuate in the instance at hand.

Social movements

Some of the literature on social movements was instructive to a degree, especially recent writings; for of late, "social movements" has come to refer to limited social attempts as well as to large-scale enterprises.[1] Also, this body of writings recently has come to include accounts of suburban migrations and activities. But most of the works read were limitedly appropriate to the task at hand.

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[1] A case can be made that much contemporary educational activity is appropriately labeled "social movement." At both a local and a more extended level, such activity seems to create a climate deserving this label.

Community studies

An attempt to create any new institutions occurs within some type of community setting. Because of its inevitable influence on planning and action, the community must be considered. Those who have studied various social institutions--or organizations, or groups--have found it necessary to allow for the type and structure of the community in which the activity takes place. Hence, the author found it profitable to read rather extensively in literature concerning the community.[1]

Groups

An effort to create a new institution involves more than one individual; a group is needed.[2] Since the mandate to create a private institution is usually self-imposed, the group is by nature a voluntary one, at least in the beginning before a staff is hired. Studies of the organization and conduct of voluntary organizations were found profitable to examine, and studies of various functions of groups were consulted extensively.

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[1] Chapter II provides a description of the "South Suburban" area of Chicago, particularly of Park Forest.

[2] It is assumed that, as used here, the group logically may be said to be an organization, which is defined with Argyris as: "organizations are intricate human strategies designed to achieve certain objectives." Chris Argyris, Understanding Organizational Behavior (Homewood, Illinois: The Dorsey Press, Inc., 1960), pp. 10ell.

Appropriate guides

Of particular assistance in selecting literature to review in framing objectives, and in choosing questions to guide the study were two writings. The first, by Chase, proposed that an advance in, or attempt to advance, the quality of education, no matter what level, must be accompanied by six conditions:

--A general dissatisfaction with the schools generated by a feeling that they are inadequate to the contemporary needs;
--An imaginative and energetic group of educational reformers or statesmen;
--A citizens' movement;
--The adoption of the cause by political leadership;
--Press support;
--An economy able to support the educational advance.[1]

And Fretwell, writing about community colleges, provides a check list of questions for estimating the success of an attempt to found one and for predicting areas of greatest difficulty:

--Is there a distinct need; can this need be expressed and identified specifically?
--Does appropriate legislation exist or can it be arranged:
--Are there individuals at hand who can initiate action?
--Is community support evident, and if so, can it be encouraged and maintained?
--Can financial support be assured?
--Will potential students respond to the effort?[2]

The Study

Purpose and Objectives

Purpose

The overall purpose of the study is to provide a detailed account of the plans, decisions, and events which took place during the first and determinate stages of the attempt to found a new college in a particular area and to identify, and assess the importance of, the agencies, organizations, groups, and resources that became involved in the effort. In short, provision of a careful history of the first stages of the attempt is the general purpose held.

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[1] Francis S. Chase, "A Great Advance in Education," Nation's Schools, LIV (November, 1954), 43.

[2] Elbert K. Fretwell, Founding Public Junior Colleges: Local Initiative in Six Communities (New York: Teachers College, Columbia University, 1954), appendix.

To enhance the study's value beyond the immediate situation, a certain amount of detail not essential to the main events is included, often with commentary. The justification offered is that what in terms of a particular effort may appear to be of less than major import might in another effort prove more consequential and therefore should be treated in passing.

Objectives

The following are the study's principal objectives:

1) to describe the principal sponsors of the attempt and to determine and analyze the motives that generated and have sustained the effort,[1]

2) to analyze the type of group structure and operating procedure that have developed,

3) to identify and analyze the influences that have shaped or modified decisions regarding the nature, purpose, and characteristics of the intended institution,

4) to assess the plans developed in terms of their suitability for the area to be served,

5) to assess the adequacy of plans made for meeting and overcoming critical problems encountered,

6) to estimate, on the basis of events so far, the probable success or failure of the attempt.

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[1] Sponsors, as will be seen, are identified by social and personal characteristics but not by name, in accord with an agreement reached between the author and the sponsors.

Thesis of the Study

The thesis of this study is that during the initial phases of an attempt to found a new college, most of the factors ultimately crucial to the success or failure of the effort can be identified. Moreover, so general are these factors in operation that a single case study can illuminate both their pattern of interaction and the particular, the relative, and the continuing importance assumed by each factor.

Implicit in the preceding statement is the assumption of similarity among suburbs. Though they differ in a number of details, suburbs possess common characteristics, enough so that a study based on a particular area has import beyond just the communities considered.

Guiding Questions of the Study

To guide the selection, presentation and analysis of content, five questions were posed. The first question is comprehensive of the entire study:

I. To the date of writing what has been the history of the attempt in terms of plans, decisions, changes and events; what have been the agencies and sectors of society thus far involved and what has been the nature of the response to the attempt?

The next questions are more specific and are concerned with particular aspects of the attempt.

II. What dissatisfactions with present higher educational opportunities, either local or general, prompted the efforts to create a new college; and what appear to have been the personal motivations of the sponsors, as best these can be determined?

III. As now conceived, what are to be the aims and purposes of the college? How have these aims and purposes been determined, and what apparent influences have shaped them, or changed them?

IV. Despite the intent of the founders to form a particular type of college, what limitations or restrictions have been encountered? What has been the source or location of these restrictions?

V. (a) To date, who have constituted the sponsoring group and provided its leadership? How typical of their community are they?

(b) What degree of formal structure has the group developed and how has this structure seemed to influence the assignment and accomplishment of various tasks?

The questions were not intended to limit the study absolutely. Other factors are touched on as seen appropriate.

Rationale and Method

The rationale for this essentially historical study and for the attempt to form certain generalizations in Chapter VI is outlined by Hughes, who speaks of "schematization" or fitting of pieces of historical data into organized form in terms of process and structure. He writes that "an essential initial step toward more confident generalizing in historical writing is to define the concept of 'cause' with greater precision [through 'schematization']."[1] Hughes makes the distinction, relevant to this study, between the approach of the historian and that of the social scientist. "A social scientist states a generalization for which history is expected to supply data or examples," Hughes writes, but "a historian works the other way around; for him a generalization serves as a possible organizing principle to be applied to the specific series of events with which he is concerned."[2]

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[1] H. Stuart Hughes, "The Historian and the Social Scientist," American Historical Review, LXVI (October, 1960), 26.

[2] Ibid.

The present study involves applying the historical research process to materials that are relatively current in origin. Collection of data, critical evaluation, analysis, and subsequent presentation of what appears to be fact constitute its approach.[1] Analysis must help satisfy the question: "What is [was] the bearing of an existing or proposed procedure on the distinctive role and character of the enterprise?"[2]

While conducting the study, the author was able, for nearly a year, to play the role of participant-observer by serving as a member of the Advisory Council established to work with the trustees. Membership in this body enabled the author to observe more closely the operations and activities of the sponsors and to gain certain insights more directly than otherwise would have been possible. Such participation also served to promote informal discussions with a number of sponsors and volunteers about different aspects of the attempt, thus allowing for fuller understanding of the motives and goals held by those most active in the attempt to be gained.

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[1] If a more restricted, more intensive examination of a single aspect of the attempt under study were the goal (e.g., determination of the nature and source of leadership in such a volunteer effort), a single hypothesis or a set of controlling hypotheses would be in order. However, the nature of the present study and the fact that the attempt examined underwent change in both certain means and ends during examination argues against the investigative rationale Hughes ascribes to the "social scientist." To have framed the objectives previously enumerated in declarative, hypothetical form could, it was felt, have resulted in undue restriction of the study's scope.

[2] Hughes, p. 140.

Data

The data that provide the basis for the present study were obtained for the most part from files maintained by the sponsors.[1] These files are quite complete except for the very early months of the effort. Included in them are working papers, both general and personal correspondence, minutes of directors' and trustees' meetings, committee minutes, brochures, statements, press releases, summaries, and other materials.[2] To augment these sources, more than fifty newspaper accounts, features, coverage of interviews with sponsors, and editorials, from half a dozen local and metropolitan papers were available.

This writer was able, over nearly a two-year period, to attend a score of board and committee meetings as well as the entire 1964 forum series (Chapter V). Moreover, during the period spent in evaluating data and in writing this text, the author talked with all the principal participants (with some a dozen or more times) in the attempt, with a number of volunteers, with certain local educators and civic officials, and during the forum series with members of the audience. The purpose of such discussions varied: sometimes the object was to determine the nature and significance of early events, especially of the first few months of the attempt; sometimes the purpose was to determine the composition time of undated writings; other times the object was to compare views and impressions of several persons in order to arrive at warrantable assertions. At other times, the views of persons not directly and actively involved in the attempt were sought on one point or another.

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[1] See the appendix for a listing of the files available.

[2] The author was given unrestricted access to all records with the stipulation that anonymity of authorship be preserved. Nor are sources of information derived through discussion or interview revealed, as agreed. It is this writer's good fortune that the sponsors early determined to maintain complete records and that they adhered to their decision.

No formal interviews were conducted, "formal" in the sense of requiring a detailed questionnaire. No random samples of local opinion were taken; while these might have been of incidental interest, they were not seen as necessary to the purpose and objectives of the study, and their completion would have been unduly time-consuming. The public meetings held by the trustees and the continuing publicity about the attempt provided, in this writer's opinion, sufficient opportunity for various South Suburban groups to make known their feelings.

A special opportunity for gathering information and, perhaps more importantly, impressions, came from the author's having lived since 1962 in Park Forest. This residence offered an on-the-scene view of actions and reactions involved in the attempt to found a college.

Data on Park Forest and neighboring communities were readily obtainable--e.g., census facts, studies by various social scientists, and locally-developed information materials. The provide the source material for Chapter II, "The Community Setting."[1]

Value of the Study

One value of the present study lies in its exposition of higher educational needs as these needs are determined by particular contemporary suburbanites: those working to found the college. What is to be emphasized here is that the sponsors are in many ways typical of other civic-minded suburbanites. They reflect to some degree their suburban counterparts across the nation. Thus they expose certain contemporary attitudes towards higher education. And as Clark says: "It is . . . plausible that organizations in recently formed fields will be more likely to reflect present tendencies of society than will organizations whose character was originally formed in past eras."[1]

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[1] See the bibliography for such sources.

Though *in toto*, communities, like individuals, are distinct, yet the emphasis of much modern writing, based on a myriad of studies, supports the view that there are similarities--probably more than there are differences. Warner points this out when, in speaking of Yankee City, he writes: "But while it is important, for a full understanding of the community [Yankee City], to know these differences, it would be erroneous to emphasize them and forget the fundamental similarity to other American towns."[2] In a reference to Park Forest, Whyte writes: "For some months *Fortune* has been making an intensive study of four of the new suburbs . . . there is a remarkable similarity, in attitudes toward politics, education, economics, sex, religion, from suburb to suburb."[3] Though the present study emphasizes action and reaction in one suburban area, this writer feels that it is illustrative of potential actions and responses in other such jurisdictions.

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[1] Burton R. Clark, *The Open Door College* (New York: McGraw-Hill Book Company, Inc., 1960), p. 3.

[2] W. Lloyd Warner, *et. al.*, *Yankee City* (New Haven: Yale University Press, 1963), p. 5.

[3] William H. Whyte, Jr., "The Transients," *Fortune*, XLVII (May, 1953), 113.

Another reason for undertaking the present study is the inadequacy of treatment of the early years of new institutions. This is due to a natural hesitance to perform such a task until the success of the undertaking is assured and the nature of the institution well fixed. However, the lack of such studies is regrettable, for one learns from success and failure both. If institutional case histories are to be only of assured successes, an important zone of instruction is denied to both social scientists and such groups as may undertake similar efforts.

The single most appropriate time for studying an institution is conjectural. Clark writes that "at no point, early or late, is the nature of an organization irrevocably fixed. What can be studied at any one time are the ways in which an organization [or institution] is formed and transformed by internal and external pressures."[1] And Selznick adds that:

> The study of institutions is in some ways comparable to the clinical study of personality. It requires a genetic and developmental approach, an emphasis on historical origins and growth stages. There is a need to see the enterprise as a whole and to see how it is transformed as new ways of dealing with a changing environment evolve. As in the case of personality, effective diagnosis depends upon locating the special problems that go along with a particular character-structure.[2]

More extensive information on the early phases of institution-raising may provide us with a clearer picture of certain factors with which the founders had to deal. The requirements of various sectors of society, the obstacles encountered, the resources found necessary--these, involved as they come to be in the earliest stages, should be better identified, better understood.

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[1] Clark, *op. cit.*, p. 7.

[2] Selznick, *op. cit.*, p. 141.

Last, such a study as the present one could provide the basis for continued examination of an institution of higher education. Though there are hundreds of histories of colleges, there are few, if any, that provide a continuous detailed examination of the institution's development in terms of the objectives stated for this study. Such extended accounting would provide a longitudinal study of the growth and change of an institution and allow for fuller understanding of the responses, challenges and adjustments the institution makes to the ever-changing society in which it is embedded.

Format of the Study

Following are Chapters II-VI. Chapter II describes the community setting in which the described activity took place. While attention is given to the general area of Chicago's "South Suburbia," the emphasis is on Park Forest, the immediate locus of action.

Chapters III-V include a narration and discussion of events during three distinct periods. Chapter III deals with the attempt to found the college from the date of the first tentative discussions until a time, about two years later, when a provisional corporation was formed by the sponsors. Chapter IV treats the period of provisional incorporation. Chapter V covers the remaining period, to the close of 1964. Each chapter, including Chapter II, concludes with a summary of its contents.[1]

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[1] Chapter V includes at the end of its summary a brief account of an event occurring during the first half of 1965. Though this year is beyond the limits of detailed discussion, the event is important enough to warrant its inclusion.

The final chapter, Chapter VI, includes two sections. The first section lists, then elaborates on, the findings of the study. The second section offers certain inferences derived from the study. The intent of these inferences is that they should provide a measure of guidance to such other attempts as may be initiated to found colleges under conditions somewhat similar to those marking the present case. Thus the inferences serve the purpose of generalizations; but it is recognized that their value is only instructive, since each attempt inevitably will be signified by certain conditions peculiar to itself.

CHAPTER II

THE COMMUNITY SETTING

Terminology and Organization

Zones

In discussing the metropolitan and suburban areas of Chicago, reference will be made to three zones: the central, the intermediate, and the peripheral zones. These zones are arbitrarily defined and serve as a device for facilitating discussion in this and succeeding chapters; employment of the terms allows for certain conveniences of description and location. When used in this study, the terms are intended to suggest to the reader certain general characteristics and an approximate location.

The central zone includes the downtown section of the metropolis and its immediate neighborhoods. In this zone are the principal business sections and some industrial sections, the "Gold Coast" and the slums, and a variety of bordering, inner-city neighborhoods.

The intermediate zone includes those areas ringing the inner city--residential, commercial, and industrial areas. The intermediate zone includes all the area within the metropolitan city limits not contained within the central zone.

Outside the metropolitan limits and surrounding both the central and intermediate zones are the suburbs, satellite cities and towns, townships, and unincorporated areas comprising the peripheral zone. This zone extends as far as forty miles away from the heart of the metropolis, to land now vacant or farmed but which no doubt will house tomorrow's suburbs.

Satellite Cities and Suburbs

Within the peripheral zone are found the suburbs as well as the cities and towns satellite to the metropolis. The following distinctions characterize suburbs and satellites according to the meanings the terms are intended to convey in this study.

Satellite cities or towns are commonly earlier of origin than neighboring suburbs; often they once were considerably removed from the metropolis, the environs of which expanded to include them. Satellites are both industrial and residential, and they are, compared with suburbs, relatively self-sustaining. They are ordinarily labor importers.

Suburbs are essentially residential. They are at least partially, more often wholly, dependent for goods and services on other areas. They are labor exporters. Generally speaking:

> When compared with central cities [and satellite cities and towns] suburbs have higher fertility rations, higher percentages of married persons, lower percentages separated, higher percentages in primary families, high [higher] socio-economic status in the labor force, higher median income, lower median age, a higher percentage of mobile families, and a higher level of educational achievement.[1]

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[1] William M. Dobriner, Class in Suburbia (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 164.

Organization of the Chapter

The next section of this chapter consists of a presentation of certain of the geographical, political, demographic, social, economic, and educational features of the area called South Suburbia. The college planned for Park Forest is expected to draw much of its support and most of its students from this area.

A presentation of the history and social ecology of the community of Park Forest comprises the final section of this chapter. Park Forest is the primary locus of the effort to raise the college and, as such, is accorded a more detailed description than the entire area of South Suburbia, of which it is a part.

Organizationally, the two sections are divided into subsections for facility of presentation and to allow easy identification for the reader who wishes to refer back to certain contents. A summary concludes each section.

South Suburbia

Location and Extent

This extended community lies generally south of Chicago and is largely within southern Cook County, Illinois. An important part, however, the Gary-Hammond-East Chicago industrial complex, is in Indiana. In this section of the chapter, reference will be largely to certain components (suburbs, satellites, townships) lying within or immediately bordering Cook County. These components represent, in type and characteristics, others to be found within their area and thus reflect the diversity of South Suburbia as a whole.

Components of South Suburbia

According to how one sets the boundaries of South Suburbia, its population ranges from about 500,000 to 750,000 or more people, and its component parts number from about 35 to more than 50. Among these components

> there are plush or well-to-do residential communities Flossmoor, Olympia Fields and Homewood. . . . There are . . . examples of the start-from-scratch, planned community--Country Club Hills, Sauk Village . . . Park Forest. . . . There are big industrial Centers --Chicago Heights and Harvey . . . [And there is] Thornton, built around a rock quarry, which some have classified as a mining town.
>
> There are suburbs with a strong ethnic flavor--such as South Holland . . . settled by Dutchmen. There are communities where Negro residents are in the majority--East Chicago Heights, Phoenix . . . --and . . . Robbins, . . . 99.1 per cent non-white.[1]

As variable in their features as those components just named are still others. Some are unincorporated yet are more populous than others which have achieved legal status. Some are nearly a century old, having been founded well before 1900; others date from the 1940's.

Ethnic and racial backgrounds vary among the citizens. A foreign language spoken on the streets of many components would occasion no more interest than would a dark skin in others. There are communities in which the population percentage of first- and second-generation Americans is quite high; countries of origin include Italy, Mexico, and Holland. In other communities, especially the wealthier residential suburbs, few relative newcomers to this country are found. Some communities are strongly Catholic; others, largely

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[1] Chicago Sun Times, November 11, 1962, p. 21.

Protestant. There are a number of Jewish congregations in South Suburbia; Park Forest, for example has several. The area as a whole has been described aptly, in terms of ethnic, racial, and religious mix, as a "smaller Chicago." The range of types among these communities is inclusive of the range found in peripheral zones of other of our metropolises; indeed, the range perhaps exceeds that of any other peripheral zone.

Average incomes differ as do average property valuations. Occupational categories vary and so do the proportions of white- to blue-collar workers. Housing is variable; so is average length of residence. Tax rates differ; so do schools and recreational facilities. What is common among these components is their location south of Chicago, their proximity one to another, and their varying dependence on Chicago and on each other.

Some representative figures will illustrate the diversity among components. Four have been chosen: Chicago Heights (a satellite town), Homewood (a relatively wealthy, older business-residential community), East Chicago Heights (predominantly Negro, industrial-residential), and Matteson (incorporated about 1890, long a farming center, now bordered by residential suburbs and in some ways becoming a suburb itself). These components lie in the peripheral zone and all are within a few miles of Park Forest. Matteson and Chicago Heights border on Park Forest; Homewood and East Chicago Heights are nearby but not bordering. Some descriptive statistics of these communities are as follows:

TABLE 1

SOCIO-ECONOMIC VARIABLES OF SELECTED COMMUNITIES

	Homewood	Chicago Heights	East Chicago Heights	Matteson	Chicago	Chicago Suburbs[a]
Median family income	9671	7255	4421	7793	6738	8158
% of families with income over $10,000	46.5	21.9	7.0	26.5	21.3	43.1
Median value of homes	20,500	18,100	6,700	16,500	-	-
Income type of municipality	U	L-M	L	M	-	-
% of white-collar workers	69.4	40.7	9.9	60.1	41.7	51.1
% of unemployment	1.5	3.9	12.8	.3	5.4	2.6
Composite socio-economic rank[b]	3	13	15	7	-	-

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[a] Northeastern Illinois Metropolitan Area Planning Commission, Suburban Factbook (rev. ed.; Chicago: The Commission, 1962), passim. Cited hereafter as N.I.M.A.P.C. All figures from this source are for 1960 unless otherwise noted.

[b] *Ibid.* Rank is based on: (1) median school years completed by those over 25 years of age, (2) median family income, (3) percentage of families with incomes over $10,000 annually, (4) percentage of employed persons in white collar occupations. Comparison of rankings among the components shown illustrates well the following quote:

> In present-day America, the middle-class is defined largely by the fact that the poor exist. Doctors are middle-class, but so are bookkeepers; factory workers vacation with lawyers, drive bigger cars than teachers, live next door to store-owners, and send their children to school with the children of bank tellers. In a middle-class so diffuse, with almost no characteristics common to all, middle-class income, education, and housing are what the poor do not have. Adam Walinsky, "Keeping the Poor in Their Place," The New Republic, CLI (July 4, 1964), 15.

The South Suburban Population

In the last decade, the population of Chicago has decreased slightly (2 per cent), while that of its suburbs has increased by nearly two-thirds (65 per cent).[1] One consequence of this population shift has been that during 1948 to 1960, while Chicago retail sales showed a 33 per cent increase, suburban retail sales increased 138 per cent.[2]

Again using the same four components for illustration, recent population statistics are as follows:[3]

TABLE 2

POPULATION STATISTICS FOR SELECTED COMMUNITIES

	Homewood	Chicago Heights	East Chicago Heights	Matteson	Chicago	Cook County
1940	4.1	22.5	-	.8	3,397	4,063
1950	5.9	24.5	1.5	1.2	3,621	4,509
1960	13.4	34.3	3.7	3.2	3,550	5,130
1950-1960	7.5	9.8	1.2	2.0	71	621
Median age	34	27	15	26	-	-
% under 18	37	38	54	44	-	-
% over 65	7	7	4	6	-	-
% non-white	.1	19.1	85.9	0.0	-	-
Average household size	3.4	-	4.9	3.9	-	-
% population living in same house 1955-1960	39	-	60	46.6	-	-

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[1] Research Department, *Chicago Tribune*, *Chicago Shops*, Vol. I: *Chicago Shops* (Chicago: *Chicago Tribune*), p. 1.

[2] *Ibid.*

[3] N.I.M.A.P.C. Figures are for 1960 except as noted and are given in thousands.

What is perhaps most striking about the statistics so far presented is the community diversity they portray. Homewood, Chicago Heights, East Chicago Heights, and Matteson are no more than a few moments drive apart. But they are in other ways far apart--very far apart as, say, between Homewood and East Chicago Heights.

Educational Facilities of South Suburbia

Within South Suburbia there are scores of grade schools and dozens of secondary schools. Largely they are public, though in some components, especially older suburbs and satellite cities, parochial schools are common, particularly at the elementary level.

School districts are many. In larger components, the districts are often coterminous with corporate limits. Smaller components frequently band together in forming a district in order to increase the tax base. Attitudes toward education and cooperation with district officials vary, but interest is ordinarily quite intense. The typical suburban newspaper, for example, devotes more lineage to educational matters than to any other local topic. Turning again to the four selected components, note their variation according to several education statistics.[1]

In South Suburbia, there are two junior colleges, the extent of higher education facilities. There has been talk about founding other colleges and from time to time there have been attempts, but to date unsuccessful ones. Lack of additional higher education facilities is regretted by many residents, both by adults and youngsters:

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[1] N.I.M.A.P.C. Figures are for 1960.

TABLE 3

EDUCATIONAL ATTAINMENT OF MEMBERS OF SELECTED COMMUNITIES

	Homewood	Chicago Heights	East Chicago Heights	Matteson	Chicago	Chicago Suburbs
Median school years by those over 25	12.5	10.1	7.9	12.2	10.0	12.1
% of those 14-17 in school	96	88	-	-	86	90
Dollars spent per pupil	503	362	451	348		

> There would appear to be a favored interest [in South Suburbia] in adult education, particularly among professional workers who want to keep up in their fields, and there is considerable unhappiness that no-four year college is available.[1]

Summary

The extensive area called South Suburbia, an expanse of several hundred square miles and with more than a half-million people, contains components greatly different from one another. There are suburbs, satellite cities, towns, townships, and unincorporated portions, some as new as yesterday, others a century old. The ethnic, economic, social, educational, and other characteristics differ greatly, both among components as well as within them. Most noticeably, stability of population and size of population vary.

The commonalities shared are relative location to the metropolis and a degree of dependence on it, and considerable interaction among components, more so among some than others, of course. Recognition of this interdependence is evidenced by the founding in 1954 of the Regional Association of South Cook-Will (Illinois) County Municipalities, which was formed to increase cooperation in resolving common problems; many of the components of South Suburbia now work together through this formal agency. Of prime concern, is the current lack of higher educational facilities in the region.

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[1] *Chicago Sun Times*, November 11, 1962, p. 21.

It is well to keep in mind that the South Suburban area is not a political entity nor are its components homogeneous. One can circumscribe the area approximately with a continuous line drawn on a map, but within this arbitrarily defined area, there exists:

> . . . such a diversity of suburb forms it is misleading to label all suburbs 'homogeneous.' Suburbs differ greatly in the circumstances of their creation, in the price and use of their real estate, in their degree of transiency among residents, in their size and institutional complexity, and in the income, life style, occupation, and educational attainment of their residents.[1]

It should be added that the South Suburban area in general is not so well off as the western and northern peripheral zones. South Suburbia lacks the economic diversification and hence the built-in stability of the other areas; its job opportunities are growing somewhat more slowly than are those in other outlying regions of Chicago, and there is in the South Suburban area a higher proportion of blue-collar workers than in the other areas.

Park Forest

About thirty miles from Chicago's business district lies Park Forest, well inland from Lake Michigan. To the east of Park Forest, are several satellite cities, then the lake. To the north are suburbs, satellite cities, and the metropolis itself. West of Park Forest, open countryside is soon reached.[1]

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[1] Dobriner, p. 10.

The community, incorporated as a "village," is the southernmost large suburb in Cook County. It falls within the metropolitan peripheral zone. Despite its distance from the metropolis, some thirty miles away, there is relatively easy access to the inner city. The Illinois Central's commuter lines pass abreast of the village, and nearby is an expressway. It is possible by either route to be in downtown Chicago in less than an hour, although the drive during peak traffic times is a harrowing one.

If press and editorial attention provide a valid measure of a community's renown, Park Forest readily can claim fame. Since its founding less than twenty years ago, the village has received almost unceasing attention. Sociologists, social psychologists, demographers, political scientists, and even foreign scholars, have visited and have commented, most favorably, some not. In 1958, the *Chicago Tribune* stated that "In its brief ten-year history, Park Forest has been one of the most discussed, written-about, analyzed, visited, revisited, and *lived-in* places in America."[2] Perhaps its most notable recognition occurred in 1954 when the community was selected jointly by the National Municipal League and *Look* magazine as an "All-America City."

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[1] These directions are approximate, not exact.

[2] *Chicago Tribune*, May 5, 1958, part I, sec. 2, p. 3.

Founding, Growth, and Development

The end of World War II saw almost instant recognition by realtors and housing authorities of two facts. One was that there existed, under pre-war building and financing patterns, little opportunity for new families to obtain anything but rental housing because of the normal requirement of a substantial down-payment by would-be buyers. Secondly, there were hundreds of thousands of new families who desired their own homes but there were relatively few homes available, even if financing was in hand. Building virtually had ceased during the war, and such dwellings as were available were grossly inflated in price. These problems were everywhere acute but especially so in metropolitan areas where, in addition to the common lack of homes for purchase, even rentals were difficult to come by. More homes was obviously the solution. But city property is expensive, so planners' and builders' attention turned to the countryside outlying urban areas. There came then such developments as Levittown, New York, and Park Forest, Illinois.[1]

The plan for Park Forest took form in 1946 when Nathan Manilow, Chicago's biggest builder, became convinced of the necessity for new, planned suburbs. Manilow felt that returning G.I.'s deserved modern living facilities and that such facilities could be provided best in a totally new development. Veterans and others, but especially veterans, would respond, it was felt, to such opportunity and could respond thanks to the G.I. Bill and its home-buying provisions. Those who did not care to buy nevertheless might well consider rental quarters; therefore a development offering both purchase and rental opportunity should be an assured success.

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[1] Some developments pre-dated World War II, but all, or nearly all, gained impetus after 1945.

After exhaustive study of possible locations, Manilow chose what is now Park Forest. Then, in 1946, the area was largely farmland (and a golf course). The site was located ideally, just forty minutes or so by commuter train from central Chicago, where most of the male residents of the new suburb probably would work. Gradually the site was purchased. Not infrequently, the farmers were resettled on comparable land elsewhere, with a relocation bonus.

With a substantial investment committed, Manilow turned for experienced assistance to Philip Klutznick, an Omaha attorney who had served during the war as Commissioner of the Federal Public Housing Authority. In turn, Klutznick attached to the venture the Chicago architectural firm of Loebl, Schlossman, and Bennet. This firm retained Elbert Peets, who had designed the "Greenbelt" towns, suburbs near Washington, D.C., Cincinnati, and Milwaukee. With the addition of Sam Beber, an Omaha attorney, formation of the key personnel was completed.

American Community Builders (ACB) was incorporated with Klutznick as board chairman, Manilow as president, Beber as executive vice-president, and Jerrold Loebl as vice-president. The purpose of ACB was spelled out in a credo which appeared on its signs, its printings, and its promotions: "We are not interested in building houses alone--we are interested in creating a better life for American families."

The developer's overall plan for what was to become a $125,000,000 investment was based on the following rationale:[1]

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[1] "Park Forest Moves Into '52," *House and Home*, XCVI (March, 1952), 114ff.

1) the gamble of starting such a planned community could be reduced by attracting potential home owners and shoppers (a commercial shopping plaza was a key feature) with a nucleus of available and desirable rental housing.

2) for maximum profit, emphasis should be shifted gradually to the shopping center.[1]

3) An attempt should be made early in the venture to attract suitable industry in order to provide employment and a sound economic base.[2]

4) homes would sell after the community became stabilized.

In short, a broad-based and diversified economy was to be created in order to spread, and thus absorb, the venture-risk.

In 1946, the FHA approved mortgage insurance backing of $27,500,000 for construction of approximately 3,000 rental units. At the time, this was the largest amount ever underwritten by the FHA. Construction money was obtained from three insurance firms, and building began in 1947. In describing the aims of ACB, Klutznick wrote, in 1947:

> The object is not a suburb, but a satellite town with a firm industrial base, a town that will enable the man in the middle-income group to seek his best work opportunity without the sacrifice of his urge for healthful and wholesome living. . . . The architectural design of the dwellings will be as straightforward as possible, avoiding both traditional and modern faddishness. The search is for charm without oversentimentality and a contemporary freshness without modernistic insistence.[3]

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[1] This was done only partially. Current commercial firms include Sears, for example, which is independent but which leases (or has purchased) the land it occupies adjacent to the plaza.

[2] To date, industry has not arrived. The Industrial Park is largely vacant. A majority of wage earners still commute to or towards Chicago.

[3] Philip M. Klutznick, "New Satellite Town of 25,000 Planned," The American City, LXII (January, 1947), 82-83. The town, however, has become not a satellite but a residential suburb.

Whyte, writing somewhat later, in 1953, said:

> Park Forest is not a venture in utopia but a shrewd business operation designed to meet some new social facts of life. Though there was a great floating population of young veterans after the war, there was little housing suitable for young people with (1) children, (2) expectations of transfer, (3) a taste for good living, (4) not much money. Why not, figured a group of businessmen, build a whole new community for those people? The group incorporated as American Community Builders, brought in former Federal Public Housing Commissioner Philip Klutznick as president, and bought up 2,400 acres in the cornland thirty miles south of Chicago.[1]

The first renter moved in on August 31, 1948. On November 11 of that year, the results of a poll taken to choose a name for the new community were announced at a town meeting (held in a tent and accompanied by a free barbecue). The winning name was declared to be Park Forest. "When announced that Park Forest had been chosen, a rousing cheer went up from the 600 persons who had gathered . . . for the first organized meeting in the community."[2]

On February 2, 1949, the initial development area was incorporated as the "Village of Park Forest." Village, not town or township, was chosen because under Illinois law a village may have local elections on a total, not a ward, basis. Both the developers and the early residents (many of whom were from Chicago) wanted to insure a high level of community-wide interest and participation. Incorporation came about as the result of a petition of 115 of the residents. The (favorable) vote was 90 to 2. (There were at the time, however, about 1,000 eligible voters.)[3]

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[1] William H. Whyte, Jr., "The Future, c/o Park Forest," *Fortune*, XLVII (June, 1953), 126.

[2] *Park Forest Star*, August 15, 1958, sec. 1, p. 6. In order of votes received, the next name was Indianwood, then Willow Ridge. Another was Brynhurst. The name selected polled more than twice as many votes as the next choice.

[3] *Ibid.*, sec. 5, p. 8.

Soon after incorporation a board of trustees, a village manager, a director of public works, and a director of public safety were elected, or appointed. Various commissions, boards, councils, and departments followed as growth spurted. Schools were raised; a village hall, built (1955), and a library, completed (1957).

Both development and population expansion were rapid. Near the end of 1949, there were about 2,000 families, some 8,000 residents in all. In that same year, a single filling station was the only full-time commercial enterprise operating in the village. By 1952, the community had enlarged sufficiently to allow description of its 2,400 acres according to four major sections:

1) 3,010 rental units divided into 105 groups (courts), each unit renting for from $75 to $117 a month, and containing in 316 acres a total of 12,000 persons;

2) about 1,300 homes for sale--with 5,000 eventually planned--on lots typically sized about 60x125 feet;

3) a shopping center containing forty retail outlets including the country's then largest Jewel Tea Company food store, and

4) an industrial area of 475 acres, located on one border of the village and between two railroad lines.[1]

Six years later, in 1958, beginning in mid-August a month-long celebration marked the tenth anniversary of the village, now twice as populous as it had been in 1952. As a sign of coming of age, festivities were varied and extensive. There were processions, floats, speeches and, of course, the presence of Miss Illinois. To show their recognition of the occasion, merchants joined in with "tenth anniversary sales."[1]

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[1] *House and Home*, XCVI, 114ff.

Though growth was rapid, it was not without trials, even crises. A venture so radically different--perhaps "utopian" is not inappropriate--had few precedents to guide it. Economic problems were particularly besetting. Even an established community experiencing rapid growth faces difficulties in raising funds to augment existing facilities--schools, public protection, public works, and so forth. But a community starting from literally nothing but a concept finds these problems much magnified.

The builders early recognized that they would have to provide, in addition to housing and streets, a number of necessary facilities until a sufficient tax base had been developed. To hasten independence for the inhabitants, the builders assisted them in forming an incorporated community as soon as this became feasible. But even after incorporation, ACB realized its continuing obligation to advance or provide funds for schools, police and fire protection, recreational facilities and other needs. Had the developers not done so, their investment would have been impaired; and, of course, once incorporation took place ACB's rental units would have provided the only tax base anyway, until privately owned homes and businesses were established. Through both benevolence and enlightened self-interest, the developers arranged for the basic facilities and institutions a community must have. One instance provides a good example of what was done during the village's early years; the developer, having donated the land and built the initial schools, assumed the role ordinarily played by a municipality and paid the school board so much per pupil.[1]

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[1] Park Forest Star, August 15, 1958, passim.

As might be expected, the tax base increased slowly in relation to population and the demands of the community. The developers at times were expected by the villagers to guarantee more than the developers had planned to provide, more at times certainly than they felt they should provide. There were some stormy council meetings over finances, particularly in the early 1950's. Gradually though, as more homes were purchased and as a balance between renters and home owners was attained, dependence on the developers was decreased.

Builder vs. buyer/renter was not the only source of disagreement. Over time, various groups of residents have been formed, maintained and subsequently disbanded to present one or another faction's views on issues. School locations, recreational facilities and sites, and library purchases, for example, have prompted heated debate. Nor have the debates always been over typical matters of community betterment. Some time back, "dogs were voted out of the 3,000-unit rental area in the bitterest, hottest, meanest, most tearful fight in that community's history."[2]

Generally speaking, Park Foresters have gotten what they have wanted, and they have wanted a first-rate community. Today they speak with pride of their schools, of their parks, and of their low crime and fire loss ratios. They point out that theirs was the first municipality in Illinois to get a Civil

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[1] The developer later was given bonds by the elementary school district in repayment for certain costs, largely buildings.

[2] Harry Henderson, "The Mass Produced Suburbs," Harpers Magazine, CCVII (November, 1957), 27.

Defense rescue truck. They boast that their library has the highest per capita usage of any in the state.

The point to be made here is that Park Forest, throughout its brief history, has demanded such initiative, such joint action on the part of its inhabitants. To accomplish that which was needed, demanded--and still demands--a concerted effort. Community action necessarily has been intense, especially during the first decade of corporate existence.

Population

Settlement of Park Forest began in the summer of 1948. "The first tenants moved in on August 30, 1948, and . . . they continued to come in as new sections of the village were completed."[1] By November of 1949, 2,000 families, headed mostly by veterans in their early thirties, had located. The population totals for 1940, 1950, and 1960 were as follows:[2]

TABLE 4

POPULATION CHANGE IN PARK FOREST AND RICH TOWNSHIP

Park Forest	Rich Township (including Park Forest)	Year
-	2,918	1940
8,138	9,436	1950
29,993	35,258	1960

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[1] Herbert J. Gans, "Park Forest: Birth of a Jewish Community," Commentary, XI (April, 1959), 330. The 3,000 rentals were completed in less than five years; thereafter the rate of population increase slacked off. Presently, the population remains fairly constant.

[2] N.I.M.A.P.C.

Growth between 1950 and 1960 for Park Forest was 270 per cent.

Certain other statistics are illuminating:

Median age -- 21
Per cent under age 5 -- 19
Per cent under age 18 -- 48
Per cent over age 65 -- 2
Per cent non-white -- .6
Per cent living in
  same home 1955-1960 -- 28
Average household size -- 4.0[1]

Most significant, and characteristic of Park Forest--and of other suburbs of its type--is the high proportion of children in the population. Noting this, a 1961 Saturday Evening Post feature on Park Forest colorfully stated: "It is a town of young families and togetherness--the pink ranch house, the picture window, the station wagon in the driveway, and babies. Only 8 per cent of Park Foresters are childless; children comprise nearly half of the town's total population of 31,000."[2] In the face of these statistics, to speak of a child-centered community seems a redundancy. No one, social scientists included, is more aware of this omnipresence of children than Park Foresters themselves; they talk about it; live with it, and probably relish it. One of the principal reasons advanced for moving to such a suburb is the advantages offered children.

Park Foresters even joke about it. A departure from the Park Forest Playhouse's productions of others' works occurred in the mid-1950's, when local talent wrote, produced, and staged an amusing self-lampoon entitled "Analysis in Wonderland." Its piece de resistance was the temporary local hit tune "Pop-Pop-Population."

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[1] Ibid. As of 1950.

[2] Norman Lee Browning, "Working Their Way Out of Trouble," Saturday Evening Post, CCXXXIV (June 18, 1960), 64. Cars would rank third among mobile objects, just after adults and children. Browning's article continues: "There are 11,000 registered motor vehicles in addition to the company cars which young executives and salesmen drive home."

The facts that the rate of population growth has slowed and that the absolute population total has changed but little the past several years do not mean necessarily that stability of population is attained in Park Forest. The annual turnover is presently around 20 per cent, down some from the high about ten years ago of nearly 30 per cent but still large enough to mark the village as quite transient.[1] Concerning this turnover, Henderson wrote several years ago:

> A marked feeling of transience pervades everything from shopping to friendships. This feeling reflects both optimism and uncertainty, and it encourages a tendency to seek expedient solutions. For instance, the question of whether or not one plans to spend his life there is shunted aside--optimistically. This has serious effects on school and town government problems.[2]

Certainly no one yet has lived a generation in Park Forest, though second generation children reside there. In 1958, the oldest "native" was a ten-year-old boy who had been the third baby born of village parents.[3] The transiency and whatever syndromes of impermanency accompany it are caused largely by the economic and vocational characteristics of the population.

Economics and Occupations

> When the doors were thrown open in 1948 the rental courts were islands in a sea of mud, but the young people came streaming out

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[1] The national mobility rate is climbing steadily; estimates place it at from 15 to 20 per cent of our adult population annually. Suburbs such as Park Forest therefore are decreasing somewhat in relation to the nation as a whole. And, as rental units in Park Forest itself continue to decrease in proportion to homes, the population stabilizes further.

[2] Henderson, Harper's Magazine, CCVII, 29.

[3] Park Forest Star, November 15, 1958, part 6, p. 12.

> from Chicago. The first wave of colonists was heavy with academic and professional people--the place, it appeared, had an extraordinary affinity for Ph.D.'s. Since Chicago is one of the great business training grounds of the U.S., however, another kind of affinity has proved even stronger; poised at the nexus of America's junior-executive migration, Park Forest quickly became a haven for the corporation's young transients.[1]

In the early 1950's, about 90 per cent of Park Forest's men were employed in business administration, a profession, or sales. A majority worked in or just out of Chicago's Loop; most of the remainder were employed between the Loop and Park Forest, in the South Suburban Community. According to recent surveys made of commuters to the downtown business district, about one-third are employed still in each of the three occupational fields named. It seems appropriate then to classify the typical Park Forest adult male as middle-class, somewhat aspiring to upward mobility via business or profession, and obviously white collar.

Further evidence of the accuracy of this "typing" is provided by a survey made in the early 1950's by the local unit of the League of Women Voters. Of those Park Forest adults polled, more than half the men and a quarter of the women held the B.A. An additional third of the men and another quarter of the women had attended college or taken other advanced (usually technical) training. Thus, three-fourths of the men and half the women had some measure of post-secondary education--an unmistakable hallmark of a contemporary middle-class suburb.

Yet another indicator of middle-class status, inclining somewhat toward upper-middle, is provided by the following set of figures and rankings for Park Forest for the year 1960:[2]

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[1] Whyte, _Fortune_, XLVII, 127.

[2] N.I.M.A.P.C.

Median family income	$8946
Per cent of families with incomes over $10,000	37.4
Income type of municipality	U[1]
Per cent of unemployment	1.4
Socio-economic rank	2[2]

In terms of employment and occupation, as well as education, dwelling price (higher than the average for Chicago suburbs), and location, Park Forest approximates closely the sociologists' conventional criteria signifying middle/upper-middle class.

Social and Recreational

Almost every commentator who has written more than briefly on Park Forest has dwelt on the social emphasis, which is agreed to be a dominant, a pervasive aspect of the community's character. Some writers have deprecated this emphasis, contending it is a sign of at least insecurity, perhaps of malaise; others have come close to venerating it, finding it a symptom of increasing social democracy, of meaningful suburban application of the golden rule. Whatever the value assessment, there seems to be no doubt that Park Forest--and of course other suburbs as well-epitomizes group and community social activity.

There is certainly visible evidence of social activity. Park Foresters "probably have more clubs, committees and service organizations per square foot than any other town of its size in the country."[3]

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[1] Based on a five-point scale with "U" at the top. The scale is based in turn on Chicago suburbs, only.

[2] See footnote b, page 26. Comparison of the above figures and rankings should be made with the rankings--given earlier in this chapter--for selected components of the South Suburban Community.

[3] *House and Home*, XCVI, 116.

Reasons are advanced to explain, to condemn, or to justify such activity: loneliness is one; another is lack of individual resources. Free time, especially in the rental units, certainly may be one. Housewives who find little housework demanded may be hard-pressed to know what to do with surplus time, particularly when their children reach school age. The horizon of interests must expand. And, as wives go, husbands follow: group activities of a myriad assortment become undertaken. A characteristic suburban distinction is the involvement of both husband and wife in one and another group or committee.

Another reason often advanced is that "since no one can acquire prestige through an imposing house, or inherited position--the participation in community or group affairs becomes the basis of prestige."[1]

Whatever the reasons,

> with sixty-six adult organizations and a population turnover that makes each of them insatiable for new members, Park Forest probably swallows up more civic energy per hundred people than any other community in the country. As elsewhere, of course, the apathetic outnumber the active--but not by so much, and the active are so active that they generally feel compelled to laugh at themselves for their folly.[2]

That was in 1953. By 1958, "more than 100 clubs and other organized groups [provided] opportunity for every kind of cultural and social need."[3]

No attempt to identify the groups, clubs, *et. al.* will be made here. Previously in this chapter, attention was paid to early and continuing efforts essentially of a civic nature. In a few pages mention will be made of combined efforts related to education and the schools. In passing, however, mention should be made of a few activities and organizations whose character shows something of the social nature and emphasis of the community.

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[1] *Ibid.*, p. 26.

[2] Whyte, *Fortune*, XLVII, 129.

[3] *Chicago Tribune*, May 5, 1958, part I, sec. 2, p. 4.

Naturally enough, "during the first fourteen months of existence, the largest part of its [Park Forest's] organized adult activities was for the children."[1] Soon, however, parents determined that adults needed certain organizations too. The result, ten years later, was the hundred clubs and organizations just mentioned.

Among the first to form were chapters of the B'nai B'rith and the National Council of Jewish Women. The latter officially was chartered in May of 1949.[2] In 1950, Kiwanians emerged, then Rotarians; and others followed suit. Bridge clubs formed; first aid units organized, PTA's (perhaps the dominant organizations of the community) mushroomed, and soon at least a dozen types of organization could be identified. A random selection, at one or another time, might have produced the following listing:

- Civic Music Association
- Chicago Council on Foreign Relations (branch)
- Freedom Agenda Committee
- D.A.R.
- Mothers of Twins Club
- Gourmet Club
- S.P.E.B.S.Q.S.A.

Neither the proliferation nor the variation should surprise. A community with a median age of twenty-one has energy, enthusiasm, and curiosity; and organizations relieve all three.

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[1] Gans, Commentary, XX, p. 334.

[2] Ibid., p. 332.

Many of Park Forest's organizations have a cultural bent. Early there was formed the Park Forest Playhouse, which has to its credit a score or more of productions, from "Born Yesterday" (quite appropriate) to "Arms and the Man." The Civic Music Association, which uses the auditorium of the high school, was formed five years after village incorporation and has sponsored appearances of such performers as Brailowsky, and of such groups as the St. Louis Symphony. In 1953, the Park Forest Symphony Orchestra was formed and has since given a number of free public performances.

Religion

Currently, the village contains about a dozen formal places of worship, mostly Protestant--as is typical of a majority of American communities--but including several synagogues and a Roman Catholic church. "According to surveys conducted by religious leaders [in the mid-1950's], religious preference in Park Forest is approximately 49 per cent Protestant, 29 per cent Catholic, 10 per cent Jewish, and 5 per cent miscellaneous."[1] The present composition is little changed from that of a decade ago.

An earlier survey, taken in 1952, showed that 60 per cent of those interviewed in Park Forest wanted a united church. As a result, a group representing twenty-two denominations organized the United Protestant Church. An acre-and-a-half site was obtained, a loan was arranged, a bond issue was floated, and a drive conducted throughout the community netted $10,000. The church was then erected. This arrangement proved satisfactory, and today there are several UP churches, all sprung from the original. From the beginning, the village Catholics, Episcopalians, Jews, and Lutherans--and recently Baptists--wished to undertake their own building programs and have done so.

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[1] Park Forest Star, August 15, 1958, part 6, p. 16.

The United Protestant model has been widely discussed outside Park Forest. In some quarters it was condemned as one more example, the most notorious, of the group ethic, said by some to be at work secularizing religion. Elsewhere it was hailed as a decided advance, one pointing the way to workable relationships among denominations. Whatever the view, "this interdenominationally-supported U.P. church movement--now enthusiastically embraced by other communities all over the nation--was born in Park Forest."[1]

Another innovation was the appointment of a village chaplain who represents the Park Forest Council of Co-operating Denominations. The nature of his duties is both spiritual and social. He greets new arrivals to the village, especially those from far away, interviews them, and helps direct them to a church of their predisposition, if they are predisposed. The post has proved successful and the present (1964) chaplain is the third in line.

Pastors, rabbis, and ministers have involved themselves in community affairs. Several have led drives to bring about new civic or social agencies and institutions. For example, a minister of the Faith United Church was instrumental in getting underway the Civic Music Association.[2]

Schools and Education

In Illinois, the state legislature functions as the state school board.

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[1] Chicago Tribune, May 30, 1958, part 1, sec. 2, p. 3. More important than its immediate birthplace would seem to be its birth in the suburbs.

[2] Park Forest Star, August 15, 1958, sec. 1, p. 6.

Legislative provisions, when enacted by the General Assembly, constitute part of the basic school code. The state Superintendent of Public Instruction, elected for a four-year term, supervises the public schools, working through elected county superintendents.

School districts are the primary operational units in the state. These districts can be changed, created, or dissolved by the county board of trustees upon petition. A local district may form to give instruction in grades 1-8, 9-12, or 1-12; when 1-12, either a dual system (1-12) or separate systems can exist.

The local district is governed by an elected board whose duties are detailed by the statutes of the state code. The board reports to the county superintendent and has the power, and duty, to visit, inspect, appoint teachers, fix salaries, and so on.

Boards have seven members and annually elect one of themselves to serve as president. Members serve terms of three years. All legal action must be taken in public sessions--and these in Park Forest, as in most suburbs, are well attended.

When the first tenants moved into the village, the existing district--#163, an elementary district--was sparsely populated and had no existing school buildings. For a time, American Community Builders, the developers, sent students to nearby Chicago Heights schools on a tuition basis. Then for a period, rental apartments were leased for use as classrooms. Soon ACB deeded land and constructed several school buildings, the first in 1951.

Much of the impetus for the early educational development was supplied by an organized group, now disbanded, called the Park Forest Community Council.

This agency cooperated closely with ACB whose policy was "to maintain a non-political attitude and to allow the schools to formulate educational policy and to help whenever asked."[1] As soon as an established tax base allowed bonding, District 163 purchased the school buildings from the developers.

The first school was completed in 1951. Others followed, including a junior high, as the student population increased and aged. Currently the district includes nine grade schools and two junior highs.[2] In 1954, neighboring District 173 was annexed to District 163 by petition, and in 1955 certain areas of neighboring District 162--like #173 an elementary district--were added to District 163. 1961 enrollment for elementary grades in District 163 was about 5,000; total elementary enrollment, including the parochial schools and those schools of District 162 inside the village, was about 6,500.[3]

Elementary students proceed to high school, and soon Park Foresters faced the need for local secondary education. In 1949, a high school (grades 9 to 12) district--#227--was formed by petition. The site of its first high school was a fifty-acre plot donated by ACB. Financed by a $1,600,000 bond issue, the high school opened in 1953. During 1952-53, the ninth grade was operated in Faith United Protestant Church, while students of grades 10 to 12 were sent to school in neighboring Chicago Heights, on a tuition basis.

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[1] Park Forest Star, August 15, 1958, sec. 1, p. 6.

[2] Totally there are now in Park Forest twelve public elementary schools and two junior highs including those of District 162, which covers a minor part of Park Forest's area. As well, there are a Catholic parochial school enrolling about 13 per cent of those attending elementary grades and a Lutheran grade school with a relatively small enrollment.

[3] League of Women Voters of Park Forest, Illinois, "The Structure of Park Forest School District #163" (Park Forest, Illinois: by the League, 1961).

District 227 encompasses more than Park Forest; it includes all or parts of neighboring towns and townships and draws its students from several elementary districts. Its formation therefore demanded a cooperative effort. Presently, two high schools are operating, one in Park Forest and another in nearby Olympia Fields. Total costs to date for both campuses exceed $5,000,000.

The secondary enrollment increase has been dramatic. In 1953-54, there were 490 students; in 1956-57, 980; and in 1959-60, over 1,500. Using 1953-54 as the base year, percentage increases for the two succeeding periods are 200 and 309 per cent respectively. Current enrollment is somewhat under 2,000 students.[1]

Large sums are necessary to sustain the quality of education demanded. As of 1960, Park Foresters spent on the average $404 for each publicly enrolled elementary student and about $760 for each high school student.[2] The school tax rate, like the average pupil expenditure, is high as compared with other Chicago suburbs. The sums levied and spent indicate considerable sacrifice when it is noted that Park Forest's assessed valuation per pupil of $12,836 is well below the average of neighboring suburbs.[3]

Residents are proud that "in spite of Park Forest's rapid growth, its schools have never had to rely on a double shift."[4] Beset by the problems of quantity, the citizens have nevertheless demanded quality education--two-thirds of the high school graduates enter college. The residents become involved with their schools and in educational issues. If there is an all-consuming community area of interest, it is the schools. No aspect of daily life has occasioned so much activity, so much volunteer work, so much financial resolution as the public schools, which daily minister to 40 per cent of the community's population. And no area of interest has provoked more argument, more petition, more phone calls, or just general upset than the schools. The result, however, is a good school system, just what the villagers want.

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[1] League of Women Voters of Park Forest, Illinois, "The Structure of Rich Township High School" (Park Forest, Illinois: by the League, 1961).

[2] N.I.M.A.P.C.

[3] Due to an almost total lack of industry in the village.

[4] Chicago Tribune, May 30, 1958, part 1, sec. 2, p. 3.

Effort to create a public post-secondary school has been unsuccessful. Several attempts to form a junior college district have died aborning. About 1956, a referendum was offered to the voters of Rich Township (which includes Park Forest) to found a junior college, but the referendum failed. Fear of increased taxes was probably the principal reason, although there was evidenced considerable reluctance to have at hand a mass production school of questionable quality, one which would be too vocationally oriented.

During 1961, the creation of a ten-district junior college to serve parts of the South Suburban area was proposed. No agreement was reached, however. About the same time an investigation was conducted to determine the feasibility of forming a junior college district in the immediate Park Forest area. A committee was formed and questionnaires distributed, but the action stopped there. Other discussion centered on forming a district with a tax-support base of varying sizes, and this discussion still goes on. A recurring theme is association with a metropolitan institution by a branch in or near Park Forest, or of a junior college under the aegis of a metropolitan institution. And off and on, attempts have been made to interest the State of Illinois in establishing a branch of the state university or a state college in the immediate area but to no avail. Meanwhile, the South Suburban Community has two junior colleges, its only institutions of higher education.

Summary

Park Forest lies generally south of Chicago, inland from Lake Michigan and bordering on the Indiana state line. Incorporated as a village in 1949, Park Forest has been steadily in the spotlight since its founding. Community planners, social scientists, visitors from abroad--these and others have focused attention on the community, especially social scientists who have limned one or another of its characteristics.

Park Forest was conceived and developed by one group, American Community Builders. In the early years, the developer was responsible for providing the financial assistance ordinarily derived from local or state revenues. Gradually, as a tax base was established, the villagers were able to sustain an increasing proportion of civic costs. Soon after incorporation, a trustee-manager form of municipal government was established and, rapidly, departments and commissions were formed. Throughout, the residents were closely involved in determining and initiating the structure and institutions of their community.

Growth was almost instant. In 1948, while the first rental units were being readied for occupancy, the population of Rich Township (in which Park Forest is located) was under 3,000. In 1940, Park Forest itself had a population of slight over 8,000; Rich Township, of about 9,500. By 1960, the respective figures were approximately 30,000 and 35,000. High population turnover has characterised the village from the beginning, a condition quite typical of many suburbs. As permanent homes were built and the proportion of rental units reduced, turnover decreased; but it is still about 20 percent--though this figure is not far removed today from the national average.

Park Forest is a community of middle-class suburbanites. The average income, percentage of white-collar workers, median value of homes, and educational level of adults are well above the national, the Chicago, and the Chicago suburban averages, but below those of some of Park Forest's neighboring suburbs. Most adults who are employed work outside the community, mainly in downtown Chicago.

Park Forest is a highly social community. Organizations, clubs, committees, and groups, both formal and informal, are counted in scores not units. Many of these groups sponsor educational or other cultural activities.

Education undoubtedly commands more attention, support, agreement, and disagreement than any other community enterprise, touching as it does, through their youngsters, nearly all Park Forest's adults. Elementary and secondary schools have been built and equipped apace of the rapidly increasing school population, but considerable financial sacrifice on the part of the residents has been necessary to accomplish this. However, little support has been given attempts to form a junior college district, seperately or in conjunction with adjacent areas.

It is important to remember that Park Forest, though middle-class, is not entirely so; though young in average age, it is merely younger than many other areas; though organization-prone, so to varying degrees are its neighbors and its counterparts across the nation; and though highly supportive of education, like other fast-growing areas it has had to be. Any community is distinct in certain ways and certainly this is the case with Park Forest; yet it is not wholly atypical of many other communities, especially suburbs, found across the nation in the peripheral zones of our great urban centers.

CHAPTER III

AN IDEA TAKES FORM

This chapter covers the period from 1957 to 1960, the earliest stage of the effort to create a college in Park Forest. This was a time of relatively informal discussion and exploration. The next chapter, IV, concerns the years 1961 and 1962, the period of provisional incorporation. Chapter V covers the years 1963 and 1964, the most recent period of the effort, during which "Park Forest College" became incorporated by the State of Illinois.

1957 - 1960

1957

From the time of its founding, Park Forest was marked by a substantial population turnover, a characteristic of newly-developed, middle-class suburbs, where wage earners typically are young and occupationally highly mobile. Such a population virtually guarantees a constant influx and departure of residents and that this became the case in Park Forest was not unexpected. But concern that turnover should not become excessive, that the community would not become identified as a residential way-stop was manifested by the developers of the village, by the village officials, and by those residents who saw themselves as permanent settlers. Among these groups there was continuing discussion about possible ways to achieve more stability of population.

One local group that viewed the situation with concern was Idea Clinic, a voluntary membership group whose purpose included the fostering of "creative thinking in general" and the encouraging of its membership "to develop ideas and inventions."[1] At a regular meeting of the Clinic during 1957, one of the members, a physicist, raised the question of how Park Forest might increase its community stability. Among the responses offered was the suggestion that a college might be created within the village. From this suggestion, there emerged the attempt that is the focus of the present study.

Idea Clinic was formed in the mid-1950's. The men who founded it, and who were principally but not exclusively from Park Forest, held in common the desire "to provide an atmosphere conducive to creative thinking for the recognition of needs and for the development of new ideas for exploitation." Clinic members intended to assist one another in developing ideas, concepts, theories, or inventions, and "to encourage the follow-up and exploitation of ideas which lend themselves to full development."

Rules call for individual members to submit ideas (in writing and according to a prescribed format) that they wish to have developed to a program chairman who, in turn, schedules them for discussion. A singular feature of the Clinic is the protection afforded the proposer of an idea. "The individual member is responsible for and the beneficiary of his own idea, regardless of how it may have been altered or improved in discussion," unless he wishes to offer it for "joint exploitation."[2]

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[1] Article I of the Clinic's by-laws.

[2] Quotes are from both by-laws and a statement of the purposes of the Clinic, passim.

Membership is diversified, intentionally so. However, a clustering of men (and from time to time, women) whose occupations are managerial, scientific, technical, and communicative, has persisted. A college degree--and not uncommonly an M.A. or Ph.D.--World War II or Korean service (usually as an officer), and a high level of community and regional activity characterize the membership.[1]

To an observer, one feature would stand out clearly; this is the awareness of contemporary social conditions the membership quite generally shares. They are well aware of demands, trends, emphases, and needs in current society. Thus the idea of doing something constructive and, as well, creative towards satisfying the need for a college to serve South Suburbia, especially Park Forest, appealed strongly to a number of the group. It was pointed out during the first discussion that in all South Suburbia there existed no four-year, degree-granting institution, while the metropolis and the other suburbs, especially the older and more settled suburbs, contained more than a score of colleges and universities. Discussed also was the difficulty of creating a private-non-denominational college--for such was the potential college's intended nature; the number of such colleges recently created could be counted on the fingers of one hand, and in Illinois, none such had been founded in several decades.

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[1] One of the questions on the membership application form illustrates the type of person sought by the organization: "If your occupation requires original or creative work, please explain."

Both during and apart from meetings, Clinic members talked over the suggestion. Articles and books on one or another aspect of higher education were passed about. The first notions about the possible features of a new institution were formed.

1958 - 1959

During the first half of 1958, Clinic meetings still provided an occasional platform for discussion, although other items than the college were included in agendas. Discussions were held among certain members at times separate from regular meetings. A reading much discussed was Memo to A College Trustee, which influenced considerably the plans that were beginning to take shape.[1]

In September of 1958, one of the members formally submitted in writing a proposal "for a high-standard, tuition supported Day college which would utilize the newest and best methods of instruction and collegiate organization on the one hand and make a careful use of capital on the other." [Italics mine.][2] The accent of the proposal was on the organizational and economic aspects of the college. This reflected the emphasis of the discussions held to date.

Classes were to average 20 students per instructor, with a range from

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[1] Beardsley Ruml, Memo to A College Trustee (New York: McGraw-Hill, 1959).

[2] Cf. Memo to A College Trustee. The models proposed by Ruml, with their apparent solution to existing problems through a combination of lecture, seminar, independent study, high faculty salaries, and so on were especially appealing, as they were and have been to other groups.

8 (seminars) to 150 (certain lectures). The initial acceptable minimums of students and faculty were proposed as 1,000 and 50. Both day and boarding students would be enrolled, principally the former.

Contemplated were: 2 classroom buildings with 16 rooms each . . . a physical and biological science laboratory . . . a lecture hall, combining theatre and auditorium . . . a library, including 500 two-person study nooks . . . a gymnasium . . . 2 dorms . . . an administration-student center building . . . a teacher office building. Cost for all these was put at $2,500,000 or $5 per square foot. The startlingly low construction cost was to be achieved by "extreme austerity and standardization" of design and by flexibility of usage, which would allow a component to serve more than a single function.

Pre-paid and discounted bonds were suggested for financing. An enrollment of 2,000 would, it was assumed, provide $2,400,000 annually (tuition of $1,200), of which 5/6 would go for faculty salaries and the rest for carrying costs, administrative costs, and incidental expenses.

Faculty members would have every fourth quarter off for study or travel, but would be paid for four quarters each year and paid well. Average faculty teaching load would be twelve quarter hours.

Students, who would carry a load of 12 to 20 hours of course work, would be admitted if they had completed a college preparatory high-school course.[1] In addition, they would have to pass an entrance examination, have an IQ of, say, 110 or higher, and have either a scholarship, a tuition bond, or sign a 5 per cent note with 25 per cent down upon entering.[1]

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[1] Students were expected to come principally from Park Forest and from various components in the peripheral zone south of Chicago.

As for curriculum and commitment, the college was to "be like Carleton or Oberlin," a "high-grade, high-standard institution, one whose graduates would be admitted to Harvard, for example."[2] Preparatory courses for law, medicine, dentistry, engineering, and other professions were to be offered.

The proposal was well received, though not all its points were generally accepted.[3] The membership of Idea Clinic, by virtue of their collective educational experiences, their occupations, and their community and regional interest constituted a receptive audience. However, a group within a group had been emerging. Certain members of Idea Clinic, and others who were to join them over time, became the chief proponents of the college effort. While the Clinic membership was in accord with the desire to have a college raised in Park Forest, some felt that the project was considerably removed from the intended purposes of the organization. The felt also that one idea was beginning to usurp the meeting times and that other proposals were prevented from being aired.

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[1] An ingenious application of financing was suggested. At or before their child's birth, parents could "buy a college education for $5,000 discounted at 5 per cent, or about $2,000 for the child. These could be bought over a three-year period like a car, or outright." Of course, this would impose, unintentionally, a limit on who would be eligible, according to parental affluence.

[2] According to the 1964 recollection of a member present at the 1958 meeting of Idea Clinic wherein the proposal (which served as the source for the preceding information and quotes) was offered.

[3] The member who made the proposal was a consulting economist and had been for a time a college teacher.

Accordingly, toward late 1958, several members of the Clinic, those most captivated by the college idea, began meeting somewhat regularly among themselves and apart from the regular Clinic sessions. For some time, however, they felt themselves, in the words of one of the group, to be "an extension of Idea Clinic, a committee so to speak." And now and again at Clinic sessions, time still was earmarked for discussions and reports on the possibility of a college.

The newly-coalesced group included (1) an economist and marketing consultant, the one who proposed in writing the plan for a college, (2) a director of systems and research, a management consultant in business organization and data processing, and a founder of the Clinic, (3) a professional writer, whose employment was advertising and public promotion, (4) a physicist and reactor designer, the member who had first asked of Idea Clinic how Park Forest could be made more stable, (5) a professional administrator whose field was hospital administration, and (6) a technical applications specialist who, at the time, was working with UNIVAC. Within a year or so, the hospital administrator and the physicist changed jobs and were lost to the effort, but before then another Park Forest resident joined the group, a community and public relations executive of a private utility company.

This newly-formed group contained four members with college teaching experience. All members held the B.A., four the M.A., two the Ph.D., and two more had done considerable work toward the doctorate. Among them, they had attended nearly a dozen colleges and universities including; the University of Chicago, Illinois Institute of Technology, Drake University, the University of

Kansas, and the University of Michigan. Characteristically, they had lived in several communities and in other states than Illinois before moving, or being transferred, to Park Forest or neighboring suburbs. Most of them commuted regularly to downtown Chicago. This description, with certain variations, would serve to sketch other members who later joined the effort. It would sketch quite accurately as well the membership of Idea Clinic.[1] From 1958 through 1960, the consulting economist served as secretary--more properly coordinator--of the group.

Dissatisfaction with the lack of present facilities in the South Suburban area was the obvious motivation of the new group--they wanted more higher educational opportunity for the area. A less obvious but just as real motivation was the group's awareness of social and technical changes, factors which were felt to be not often enough compensated for in typical college programs. Members recognized "the ever-increasing efforts of a second industrial revolution, a computer-electronic one far removed from the one that began two centuries ago."[2] These persons were, and are, laymen whose experience and occupations have necessitated their staying abreast of many aspects of contemporary technical and social change. While hardly fearful of such change, most of them would probably have subscribed in some measure to the statement that "paradoxically, the present state of society results from a remarkable advance in scientific knowledge, on the one hand, and a distressing lack of social and individual understanding on the other."[1] Certainly they were in agreement that the typical college curricula did not prepare undergraduates sufficiently well for them to understand and to reckon with both the nature and consequences of rapidly-changing technical and social aspects of our culture.

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[1] Not all who participated are noted in this study. An attempt is made, however, to include and to describe--but not to identify--the major participants.

[2] So stated one of the earliest members, in a 1964 interview.

However the problem might have been phrased by individual members, a way towards its solution was seen through increase of college facilities and more appropriate curricula. But, and this seemed significantly clear to the members, not just any college would be worthy of effort. To justify its existence, a new college should offer to other areas of the society a model in some ways different from existing ones. However, except for a number of elements of organization and financing, no other prototypic features had been crystallized by the group by the close of 1958.

During the winter of 1958-1959, the group met more often than before, frequently on Sunday afternoons, for discussion and to exchange suggestions and opinions. A considerable library of printed materials was collected and made available to all members. "White papers" were drawn up and circulated. Files on one aspect and another were started. Informal discussions by two or more members were common during this period. "Increasingly the feasibility . . . came to defend itself," wrote one member some time later.

Studies of current and projected enrollments in higher education were made, especially of Illinois and the Chicago area. What had been a general awareness, namely that demand was increasing more rapidly than supply of college openings, became translated into specific, more useful form. The group realized pointedly that Illinois was expected to have by 1980 a population of from 12 to 15 million residents and that of these more than a million would be of college age (18-21). Moreover, increased awareness of the locus of population occurred: a majority of the college-age group of Illinois would reside in the Chicago area, especially in the city's intermediate and peripheral zones. And South Suburbia would have its proportionate share.

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[1] Lester A. Kiekendall, Irvin A. Kuenzli, and Floyd W. Reeves, Goals for American Education (Chicago: American Federation of Teachers, 1948), p. 9.

Group members continued what one referred to as "intra-group justification study." Memos and other writings of members during 1958-1959 contain frequent references to such causes for current and future enrollment demands as the following:[1]

- relative prosperity
- available subsidization by scholarships
- heightened social awareness of the need for a college education
- emphasis, national and regional, on human resources
- increasingly technical and communicative social order
- lower school pressures and preparatory programs for college attendance
- community expectations
- expectation by husband of college-educated wife
- increased earnings of college graduates
- job restrictions (dwindling manual occupations)
- obvious socio-economic achievements of educated parents

Of concern to the group were past efforts to raise colleges in the area. Previous attempts to erect public junior colleges or to obtain a branch of existing institutions were examined. Information was obtained from earlier sponsors in order to determine what had gone wrong, what resistance or obstacles had been encountered. It was found, generally speaking, that the attempts to found public junior colleges had failed because of resistance to increased taxes and lack of enthusiasm for a "second-rate" institution. Attempts to interest existing institutions in operating a branch in the area had never really gotten underway; more discussion than either plans or action had been the case.

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[1] By now, and indeed thereafter especially, most of the sponsors of the attempt were well prepared to pass a graduate examination in a number of aspects of higher education. Their approach to analysis of the situation reflects, of course, of their vocational experience and of their own recently-completed college and university experiences.

Toward the end of winter 1959, discussion had proceeded far enough to warrant the cataloguing by the group of their reasons for creating a new college. A memorandum entitled "Why a High Standard, Private College for Park Forest?" was prepared. Though perhaps it did not reflect exactly the concerted views of all members of the group, it was reflective of the tenor of discussions to date. Its emphasis was economic. After pointing at the increasing costs of obtaining a higher education, the memorandum listed advantages the area could derive from a local college. Among these were:

- stability and desirability as a residential area
- a steady payroll
- attraction of "high level, highly educated, discerning residents
- extension of income power of parents with college-age children

The statement offered still other advantages to be derived. The college would "provide ultimately the base for a graduate school from which research and development work can provide for 'spin-off' industries, as in other college communities." It would, "through the maintenance of high entrance standards, challenge the academic standards of all area primary and secondary schools."[1]

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[1] A singular benefit would be the improvement in community sidewalks the college would engender because of its prohibition against students' driving their cars to campus, a requirement that was eliminated from statements written later.

Two other inclusions are worth noting. The opening lines of the statement read: "Park Forest is a middle-management community, whose residents are without access to Ivy League or equivalent quality schools in the crowded years to come, except through unusual scholarships or income provision." And: "it [the college] will open the community to the world, as the provider of a prototype, provident college which controls its own destiny, by the vitality of rigorous operating rules." (italics theirs.) But such prototypic elements as had been conceived to date, were, as a year before, still essentially economic or organizational. Few innovative curricular or philosophic concepts had been sketched (except for a new type of library, which will be mentioned shortly).

There is no doubt that the proper milieu for innovation was held to be the small, private college. To a man, the members of the group seemed to hold that:

> The small college can dare to be different; with the simplified organization and with limited offerings it can engage in campus-wide planning and thinking more readily than can a large institution. It can be flexible enough to vary its programs to meet the needs of the students with whom it is working.[1]

About this time, considerable attention was directed towards a library for the college. The concept of a micro-library was most appealing; here, it was felt, was a real area for innovative planning. For the next several years, much attention was directed to investigating the possibilities inherent in this concept of information access, storage and usage.[1]

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[1] Allan O. Pfinster, "Contributions of the Small College," School and Society, XV (October 20, 1962), 342.

During early 1959, discussions were expanded to include a number of community leaders: several village trustees, and the President and former presidents of the Village Board. In addition, selected longtime residents of Park Forest and neighboring communities were contacted and asked to react to the proposal for founding a college. Response was favorable, sometimes excited.[2] At this time, no extensive involvement of members outside the group was sought; but the reactions from selected persons in the area confirmed the group's conviction as to the feasibility of the venture.

In the summer of 1959, an appointment was made to discuss the matter with one of the founders of American Community Builders (ACB), developers of the village of Park Forest. The group met with him on a Saturday morning, and he was briefed on the planning and activities that had transpired to date. The developer recommended that "we split some suggested methods of individual financing from the college idea proper,"--that is, separate the areas of finance and purpose or aims.[3] Possible locations were discussed. The developer suggested that the group look over a wooded site owned by ACB and that they report their impressions of its suitability as a possible campus.

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[1] The group was not wholly convinced of the feasibility of such a library, however. Some members felt this was too radical a departure; others felt it a premature concentration of effort, that other research needed doing more immediately. This area of interest became the claim largely of one member, although he was encouraged and, to a degree, assisted by several others.

[2] At this stage, it would be difficult to raise negative response to such a proposition. Later support, however, is another thing.

[3] An account of the meeting written later by the secretary of the group.

With the assistance of an engineer-geologist, the group examined the acreage, situated on a border of the village, and deemed it well suited. A reply was mailed to the developer requesting that the land be set aside from sale and held as a potential gift, pending the organization of a community support drive, the granting of a charter, fund raising, foundation and donor attention, organization of a library program, and other preliminary steps. The member of ACB "told us that if we would do these things, he would help us acquire the land."[1]

During the fall and winter of 1959, discussions were extended to include selected individuals and groups, both within and outside Park Forest. Chicago and local newspapers were informed of the proposal to raise a college.[2] Some publicity was given by the press. The president of the village trustees assigned a member, a local attorney, to act as "assisting representative" to the group. Within a short time, he became an active member and ultimately a trustee. His membership provided a badly-needed legal talent for future actions, and for advice.

A contact was made late in 1959 with the Secretary for the Fund for the Advancement of Education, who suggested that the group get in touch with the executive secretary of the Associated Colleges of the Midwest. (This association was receiving financial support from the Ford Foundation.) The Secretary for the Fund said that he would try to spend some time with the group the following year.

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[1] Ibid.

[2] Park Forest has a weekly paper, the Reporter, and a twice-weekly, the Star. The latter is issued also in Chicago Heights and Homewood as the Star of these areas. Essential differences are in masthead, community news emphasis, and ads.

The executive secretary of the Associated Colleges of the Midwest received members of the group and was encouraging of their efforts. He displayed particular interest in the proposed micro-library, saying that it might possess interchange possibilities with member colleges of his association.

Other contacts were made--with school groups, the State Corporation Commission, and the State Superintendent of Instruction's office. From the state officials, it was determined that the group was yet far removed from eligibility for a charter.

1960

During this year, several changes in group membership took place. The physicist moved west to run a government reactor, and the administrator became head of a metropolitan Chicago hospital and had to cease his work in behalf of the college. Early in the year, the attorney assigned by the village board to assist with the planning became quite active in the effort--and eventually a trustee, as has been mentioned. Toward mid-year, another village resident, a producer of language teaching films, joined the ranks and, too, eventually became a trustee. Meanwhile, the national election had resulted in the removal to the East of the contact with ACB, who had accepted a position in the new administration; in his place another contact later had to be established.[1]

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[1] As members become key to the effort they are discussed more completely. For example, one of the area residents referred to eventually became chairman of the trustees.

By now, the group had designated itself the "Park Forest Higher Education Study Group" and had chosen as its continuing secretary and coordinator the member who had submitted the proposal to Idea Clinic in 1958. In April of 1960, the secretary drafted a letter to other group members, with copies going to the village President, the interested members of ACB, and the Secretary for the Fund for the Advancement of Education. The letter described a three-part request that might be made to the Fund. Though the request was not made, its contents indicate the range of potential involvements and projects the group at one time or another had considered to date. Certain change in emphasis from preceding years is seen.

Part I concerned a grant for a "study for a prototype school for Park Forest, the lessons of which might well be applicable elsewhere in this country." Among qualities listed for the school were (1) its fiscal viability; student fees would pay all costs, (2) its full-scale operation from the beginning--3,000 students, 150 faculty members, (3) its utilization of the "Dutch Microfiche System of library accumulation," which would, it was stated, cut ordinary library structural and acquisition costs 90 per cent, and (4) its application (after study) "of the various types of teaching machines, for rote memory, logical systems, testing and language." Other related topics completed Part I.

Part II was to be a request for assistance which "will involve various socializing systems among schools," including feasibility studies of such potential arrangements on a national scale, but with the college being planned as a possible focus, for (1) college-teacher training institutes, (2) extension of library interchanges and replicating systems among institutions, (3) "an arts and aesthetics interchange among museums and schools," and (4) an expanded system of teacher interchange between America and other countries. The third part of the request dealt with a study to determine better means of fiscal support of colleges.

The extent of the tentative request indicated clearly that re-examination and evaluation were in order by the group. Not all members, as might be expected, were in agreement with each suggested proposal. In its entirety, the request outlined a number of projects which, though individually favored by one or more members or even by the entire group, collectively seemed well beyond the capacity of any single existing institution, much less one yet unfounded. It appeared that the urge to be innovative and creative had produced an almost unlimited design for action and investigation. Clearly some specification of limits was needed, limits which would be feasible of attainment, yet which would allow for desired objectives to be accomplished. Moreover, the objectives needed more specification so that they could serve as a guide towards synthesizing the ideas and expectations the group had derived from readings, discussions, experiences, wishes, and from plans already made.

Thus the tentative letter of request drafted by the secretary of the "Park Forest Higher Education Study Group" served the unintended function of providing an overview of the extent to which various possible projects had been discussed, and it demonstrated the need for determining realistic limits for the effort and for supplying a guiding rationale. It was not developed into a formal proposal and thus did not accomplish its projected purpose.

At an August 11, 1960, meeting of Idea Clinic, a written suggestion proposing a basic aim for the college was submitted by another member of the sponsoring group. Described as a "curricular idea," it posed the question: "Why not educate to improve a person's ability to live a full and useful life?" The text explained that "although that may sound trite, over-simplified, non-innovating, it is based on the Socratic injunction: know thyself. It merely implies playing out this a bit further than most."

Enactment of the suggested "curriculum idea" would include a core course "based on man as we know him" with content ranging through the social sciences, aesthetics, ethics, nutrition and physical education. After this core study would come specialization. Tutorial study throughout all courses would be emphasized. Also suggested were "weekly or bi-weekly 'integrative' lectures for all students and faculty . . . possibly including the public, too . . . which would feature faculty and guests relating their specialties to this broader orientation." The descriptive rubric suggested for such a curriculum was "Human Humanities."

This curricular presentation was apparently the first written statement about the academic goals and curricular offerings of the college. Before, such phrases as "an Ivy Leagu school" or "a college like Carleton or Oberlin" had been intended to suggest both the aims and course contents to be followed. The members of the group were responsive to the statement. Implicit in it was the view held by the group that "the small college will be one of the best places left in our over-adjusted, over- organized society where a man can deal with people and ideas."[1]

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[1] Alfred T. Hill, The Small College Meets the Challenge (New York: McGraw-Hill Book Company, Inc., 1959), p. 94.

During 1960, the group became acquainted with a professor of architecture associated with the Chicago Art Institute. He displayed interest in the project and suggested that a good way of crystallizing some of the ideas thus far advanced would be to create a tentative model of the proposed campus and its structures. This was considered but deferred for the time being. More discussion and investigation were needed.

Meanwhile, several members had begun making talks to service and church groups. In addition, the secretary of the group informally discussed possibilities of support with representatives of the Kresge, Kellogg, Ford, Sears, and Field foundations.

To achieve a quasi-legal status, it was proposed that a "not-for-profit" corporation "to investigate the possibilities for a college" be established. In late November, 1960, this was done. The five incorporators included the secretary of the group, two other members whose association with the effort stemmed from Idea Clinic, a private utility community relations executive who had for nearly two years been an active participant, and the attorney.

Summary

Stemming from the membership of Idea Clinic, a number of individuals formed what came to be called the "Park Forest Higher Education Study Group." Their purpose was to explore the feasibility of creating a new and innovative college to serve certain perceived higher educational needs of Chicago's South Suburban community, an area devoid of any but two-year colleges. In 1960, the group, convinced of both the desirability and feasibility of founding a new institution, incorporated in order to assume a legal identity and as a formal declaration of their intention.

Generally, those who comprised the group felt that the curricula of present institutions was out of step with the demands of the times and that such curricula ill equipped the average college graduate to face with understanding a complex and fast-changing society, much less to understand the nature and significance of the social and technical change. The small private college, the group believed, offered the best opportunity for the kind of liberal and liberalizing education so badly needed. Further, members of the group held that necessary increase in higher education facilities should include a significant number of private colleges to counterbalance current emphasis on public institutions.

Individual motives for becoming involved in the effort were varied. One member said that he "was tired of working at the PTA level." Another saw the attempt to form a new college, one that might provide a model for other suburban areas, as "exciting, more interesting and challenging than other community efforts I've been involved in." Still another expressed his motivation as springing in part from a desire "to see whether middle-class types like us could do such a job."

Informal structure characterized group activities at first, especially after several members of Idea Clinic began meeting apart from regular Clinic sessions. Towards the end of the second year, early 1959, discussions were held more regularly and a format of sorts came to be followed. But if formal groups are signified by working towards stated ends through rules and organisational relationships and informal groups by other criteria, the group was, during 1957-1960, characteristically informal.

During this period, said one member, "we would hash things over as we rode the train to town and much of the discussion and planning was conducted over the tracks of the Illinois Central." Said another, "_______ and I ate lunch together and talked college, not shop." Another member said that such meetings as were held were "supposedly directors' meetings--but more really were discussions. No stand-up statements were developed the first couple of years. . . . What was needed was more questioning than was made of statements and notions that too often went unchallenged."

Many features and operational procedures were discussed that would make a new college both unique and potentially prototypic. For the most part, however, these concerned physical or economic aspects of an institution. The desire to be innovative led to wholesale suggestions, the extent of which, if implemented, would have challenged the capability of several operational institutions let alone one whose outlines had only begun to be sketched. Specification of aims and objectives not expansion of them became an obvious need towards the end of the period 1957-1960.

By the close of 1960, no definitive statement of aims and purposes had been formed. General agreement no doubt would have been accorded such a statement as:

> It [the purpose of liberal arts] is to awaken and develop the intellectual and spiritual powers in the individual before he enters upon his chosen career, so that he may bring to that career the greatest possible assets of intelligence, resourcefulness, judgment, and character.[1]

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[1] Whitney A. Griswold, Liberal Education and the Democratic Ideal (New Haven: Yale University Press, 1959), p. 13.

But this is less than a rationale upon which to base a curriculum, choose objectives, and frame a credo for the catalogue to state. Concensus was that the college would resemble an "Ivy League" school. It would make use of the latest developments in scientific approaches to learning but retain the warmth of faculty-student association possible in a small but well-supported institution.

As discussions progressed, foundations were contacted informally regarding possible support; reactions of officials were polite and encouraging, but evidence of more progress was asked before active support might be considered. Certain local civic agencies and a number of church and service groups were informed of the effort and their backing requested. Their response essentially was favorable, at least in terms of the general goal: building a new college to serve the area. One member of the group, speaking in 1964, said to the present writer that "in the beginning there was a quite conscious attempt at restraint,"--as regarded involving the community at large. It might well have been profitable, however, for the group, especially after the first two years of discussion, to include a wider segment of suburban membership in their planning, at least to the extent of "sounding out" ideas and plans. Had this been done, and especially if a number of college planners and administrators had been contacted regularly, an earlier and more precise outline of aims and potential procedures might have been evolved.

Except for the limitations of time (a problem faced by all volunteer groups) and no previous experience in such a venture among the group, no other limitations than the lack of a crystallized set of objectives were encountered during 1957-1960. Funds as yet were not a real problem and no specific assets had been needed--though in point of fact, a step towards acquiring an eventual site had been taken. The period is appropriately described as a time of conception and exploration.

CHAPTER IV

PROVISIONAL INCORPORATION AND SUBSEQUENT DEVELOPMENTS (1961 - 1962)

1961

The decision to incorporate had resulted, in late 1960, in formation of the "Provisional Park Forest College Corporation." The five incorporators all had been members of the "Park Forest Higher Education Study Group." Three of the five incorporators also had been among the initial discussion group formed from the membership of Idea Clinic; the other two had joined the effort after the earliest discussions but had been members of the study group. Thus a majority of the incorporators had been involved in the effort to found a new college continuously since 1957.

Elected president of the corporation was the consulting economist, who had served as secretary of the study group, and who was one of the three incorporators with continuous service. Like him, the two vice-presidents, a professional writer, and a director of systems and research, had been involved since the beginning. Elected treasurer and vice-president was a public relations executive who had become an active participant in the effort. The attorney who had been appointed in 1959 by the chairman of the Park Forest village trustees to assist in the effort and who had since become very involved was elected secretary. All officers were directors.

Article I of the certificate of incorporation stated the purpose of the new entity: "to investigate and study the need for an institution of higher education" in the South Suburban Community of Chicago.[1] The home of one of the incorporators served as the official headquarters and here meetings were held until the directors were able to obtain an office sometime later. By now, the proposed college commonly was identified as Park Forest College, both in speech and in writing.[2] One of the first agreements to be reached by the board of directors was that no director would accept a paid position with the school. This assurance was felt necessary for soliciting future support.

During 1961, intensified effort to reach the public was made. Directors of the corporation increased their contacts with local and regional service clubs and sought opportunities to present their case to other organizations. Expressions of interest from different groups were solicited; this resulted in letters of endorsement and, now and again, in cash donations of modest amounts. The number of supporters increased steadily. Such operating expenses as there were continued to be borne largely by the directors themselves. By now (1961), contributions of the sponsoring group, if translated from time, effort, and materials into dollars, would have totaled in the thousands--a necessary factor during the early existence of most volunteer efforts.[3]

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[1] The enabling legislation was the "General Not For Profit Corporation Act of the State of Illinois." The Act prescribes as officers of such a corporation the following: president, one or more vice-presidents, treasurer, secretary, and others as needed. The board of directors recommends additional directors, who may or may not be the original incorporators. Directors must number five and not exceed twenty-four. Similar legislation is found in most other states.

[2] In 1962, this became the official name.

[3] A significant contribution was made also by the directors' wives, who spent many hours in typing, phoning, filing, and other necessary tasks,

Public appearances confirmed the necessity for establishing more specifically the intended nature, objectives, and physical characteristics of the college. In making public addresses, directors would accent what they felt to be significant aspects of the proposed college and what, in order, they felt were the pressing requirements. Upon comparing notes, directors sometimes found that their accents on different aspects and their statements concerning priorities differed. This was the result of two conditions: a lack of continual communication among directors (due to the part-time, volunteer nature of the group) and the continuing shaping, through discussion and planning, of the aims and organization of Park Forest College.

Working papers of the period late 1960 and early 1961 disclose efforts made by the directors to state more fully the desired purposes, programs, and features of the college. Two such papers indicate the areas of greatest attention and the extent to which detailed planning had progressed by early 1961.[1] The first paper bore the title "Outline Revision, Park Forest College Presentation." Its topic contents included:

"The present organization" (the sponsors),
"The program of establishment" (promotion and finance),
"Selection of president . . . and department heads,"

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especially after, say, 1959, when the tempo and extent of the effort increased markedly.

[1] By mid-1960, it will be recalled from Chapter III, certain suggestions about the type of college desired and the possible curriculum had been advanced; these provided the basis for the statements now advanced. The current statements, however, include more detail than the earlier suggestions.

"The design of the campus and its structures,"
"Resolution of the library and study space problem,"
"Architectural parameters,"
"The site and its considerations,"
"Sources of funds,"
"What is required immediately."

From these topic headings, it can be seen that some organization of tasks into categories was taking place. Also, the last topic indicates that recognition had been made of the necessity for separating immediate needs from those that were of long-range importance.

A more detailed statement appeared about this same time. Entitled "The General Concept of Park Forest College," this summary of assumptions, plans, and intentions expressed pretty much the concensus of the sponsors.[1] In abbreviated form and rearranged into categories, there follow the essential points of the "prospectus," as it was called.

Nature of the School

Park Forest College was to be a day college. It was envisioned as a "pure liberal arts institution equivalent to such 4-year colleges as Lawrence, Oberlin, Kenyon, Carleton and Dartmouth." Non-denominational, the college was to be "a community enterprised private school growing out of sensed needs of a reasonably homogeneous community of professional people . . . commercial executives, sales people . . . scientists."

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[1] Such statements, both early and later, commonly were prepared by one or two of the sponsors. While reflective of the group's feelings, such statements therefore probably contain emphases other members might not have made.

Organization and Curriculum

Three trimesters of 16 weeks each would be scheduled. Extensive use of "new techniques and devices" to promote learning would be employed along with much emphasis on dialogues, discussion, demonstrations, and seminars. Much participation and an interdisciplinary approach would be demanded.

Study carrels and access to unused classrooms and labs would prompt students into wise use of their spare time. No provision for social activities was contemplated other than those offered by a student lounge.

Faculty and Students

A 20:1 student to faculty ratio was projected. Faculty would be selected against the "highest standards and salaries for teachers of any school in the country." The college would be co-educational and "non-discriminating."[1] Able students from South Suburban communities would commute to the college. Some, though would come from afar and board in the community.

Financing

Tuition was to provide total support of the college and was estimated at from $1,200 to $1,500 per student year. Of this tuition, 65 to 75 per cent would go toward faculty salaries. The remainder would underwrite all other expenses and operations.[2]

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[1] A significant statement considering the prevalence of Negrores in several near-by communities and the relative absence of them in Park Forest.

[2] Here, as in other sections, the influence of the models proposed in Memo to A College Trustee is evident. See: Beardsley Ruml, Memo to A College Trustee (New York: McGraw-Hill Book Company, 1959).

General

No provision for housing and meals was considered. These involvements were not seen as activity central to the educational operation. If they became needed, they would be arranged for on a special, self-supporting basis, probably through contracts.

Rigorous attention to costs would prevail at every step in planning and design. The school, it was agreed, should serve as a national prototype for future private community colleges in middle-class areas--i.e., suburbs.

Throughout 1961, the activities of the group were relayed to the member of American Community Builders (the developers of Park Forest) who had left the village to accept a position in Washington with the new administration. From him was received encouragement that land would be available when the time for its use was at hand.

The president of the board of directors made several trips to the East Coast to maintain contact with officials of foundations. From them was received encouragement that they would entertain proposals for a prototype college when the group had received a charter, land title, and a federal tax-exemption certificate.

To promote local interest and to produce something substantive, it was decided to construct a physical model of the campus, to crystallize the plans to date and to make more tangible, less conceptual, certain details. Discussion was renewed with the architect who had contacted the group the previous year. Even though no formal agreement concerning a site had been reached, a detailed contour map of the proposed location was completed. Using this, the architect agreed to provide, with the assistance of some of his advanced design students, a terrain model and scaled three-dimensional designs of the structures the college might include.

The board of directors purchased the necessary materials for the project. Agreement was reached that the architect would work on speculation (of later payment) without obligation by the directors until a charter was obtained; thereafter, he would sign a formal agreement for additional work. Considerable latitude was given the architect whose previous work showed him suitably qualified for innovative design. As a guide, he was familiarized with the planning accomplished to date.

The group of incorporators remained intact throughout 1961. During the year, however, a number of additional persons became actively interested in promoting the effort, and of these several eventually became trustees. Among the most active new supporters were the architect and a Park Forest attorney. Also during 1961, a substitution of contact was made with ACB. The member who had moved East asked that another be contacted in his stead. Accordingly, the group discussed the site and other potential support with a representative of ACB who lived in Park Forest, and who later became a trustee.

1962

Towards late February 1962, a meeting was held with ACB in an attempt to reach more definite agreement regarding the site. The ACB contact, after listening to a summary of progress to date, pointed out "that the matter of the land transaction was perhaps premature because we did not have a charter . . . to establish a college."[1] It was emphasized by the sponsors that to acquire a charter it would be necessary to present assurance of a campus and structures.[1] Agreement was reached that a site would be set aside for a period of six months in order to see what progfess the sponsors could make meantime. The land would in no case be sold without forewarning. "The college Directors [then] set out to show the site and the community of Park Forest to as many prospective donors and their representatives as possible."[2] The intent was to sell both the site and the idea of a "prototype."

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[1] A resumé written in 1963 by one of the trustees.

In early April, 1962, a representative from the Fund for the Advancement of Education came from New York to see the community and the site and to discuss plans made so far by the directors. The directors were encouraged by the apparently favorable impression the representative gained of their attempts to date and they felt hopeful that financial aid might be obtained from the Fund after more definite progress had been made by them. This impression was contained in a letter written after the visit by the president of the directors: "the prospect is good indeed, if we will show some purpose, strong intention, and concern." Of prime importance, then, became the interlocked problems of obtaining a charter from the State of Illinois and a tax-exemption status from the Internal Revenue Service.

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[1] The Illinois statutes provided that "no person or group of persons may establish and operate a post-secondary educational institution without obtaining a certificate of approval . . . so to do." After filing is made, the Superintendent of Instruction investigates to be sure that, among other things:
1) Courses offered are adequate and proper,
2) Adequate physical plant and facilities are provided,
3) Staff members are adequately prepared for their assignments.
This section of Illinois law was strengthened after World War II to insure that improper schools, created to fleece returning GI's, did not mushroom in the state. See: Chapter 144, Sections 122-25, Illinois Revised Statutes, 1961.

[2] Ibid.

In late May 1962, "Progress Report Number One" of the Park Forest Provisional College Corporation was issued. This was sent to those persons or organizations (several dozen) who so far had contributed time or money or who had otherwise displayed active interest. "Report Number One" reviewed recent developments, including the visit of the representative from the Fund, the setting aside of a possible site, and the construction of a campus model. The concluding lines asked for increased community support: "We need your help if this project is to go ahead. There are many things which you can assist us with . . . these will not pre-empt evenings or . . . purses." The report also referred to "a real 'Ivy League' college for Park Forest."

On June 2, 1962, a meeting was held at the Park Forest Village Hall, on a Saturday morning. A general invitation to attend was issued to all who had helped in the effort, who were sympathetic towards it, or merely curious. This was the first public meeting held. Attendance was encouraging; more than fifty persons were present.

To begin the meeting, one of the directors reviewed the developments to date. He listed the reasons that had brought together the group of sponsors and described how the group, over the years, had evolved into the present provisional corporation. He was followed by another director who reported on the efforts to date in identifying and in sounding out possible sources of financial assistance. A third director then "reported on the actions the community must take to win certain types of assistance."[1]

At the meeting, display was made of certain working papers and of photos of the model under construction by the architect and his assistants. (These photos were made available for use by the press.) It was announced that a Chicago engineering firm had agreed to print such proposals and prospectuses as the directors produced; additionally, the firm would provide computer time for structural design and for programming. The owner of the firm would assist the directors in forming proposals to foundations for financial assistance in planning and subsequent building.[1]

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[1] "Summary: Park Forest College General Meeting, June 8, 1962."

Nine committees were announced: (1) finance, (2) curriculum, (3) staff, (4) administration, (5) community relations, (6) public relations, (7) legal, (8) correspondence, and (9) physical plant. Names of persons interested in serving on one or more of these committees were taken.

To raise needed funds for "expenses preparatory to . . . public presentations," those attending the meeting were urged to contribute small sums. Many did so and earned the distinction, "Honorary Alumni."[2]

Ten million dollars was stated as the amount needed overall. "A discussion of forms of financing and procedure in development took place and the incorporators indicated . . . that there were [sic] a variety of solutions to the task." These potential solutions "included Foundation grants, corporation grants and gifts, private gifts, pre-paid tuition bonds, community bond purchases."[3] It was pointed out that the relatively high tuition to be charged would reduce the debt and still allow for meeting current costs and for providing high faculty salaries.

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[1] In 1962, the head of the firm became a trustee.

[2] "Summary . . . Meeting."

[3] *Ibid.*

A cost estimate called for: (1) "300,000 square feet of instructional, administrative, and study space at $20 per square foot"--$6,000,000 (well over the previous $5 per square foot estimate), (2) $2,000,000 for a "new microfiche library collection," and (3) $2,000,000 for "working capital."[1] The needs for "immediate work" were totalled at $1,425 and included such expenses as postage, site drilling and report, and travel for the architect.[2] Of even greater immediate need, however, was "demonstration of community interest, support and favor."[3]

Throughout the early months of 1962, work had progressed towards completion of the drawings, and later, the model of the campus structures. On June 2, an exhibit of student sketches and models was shown at the Chicago Art Institute, where the architect's classes were held. This exhibit incorporated the architect's original design work. Afterwards, the model was displayed at the Park Forest Village Hall. Toward the end of summer 1962, a scale model was displayed in the village's shopping center, and then in the village library.

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[1] Hardly a detailed cost estimate; instead, it was intended to suggest total amounts by category.

[2] A "Preliminary Report on Site Conditions," prepared for the directors in 1962, stated that "the accompanying prints show that sufficient available space exists on the site for construction of several large school buildings, widely spaced and pleasantly arranged. A planting of willows alongside the creek and construction of foot bridges and paths could make this among the more enticing small campus sites in the United States."

[3] "Summary . . . Meeting."

The model, including as it did many innovations in design, provoked considerable, and generally favorable, comment, both on the part of the public and the press. Several news features (including photos) in local and Chicago papers were devoted to it. The model itself was a three-dimensional sketch. It showed the college centered around a ten-story, "library-study-structure, whose top two floors would be devoted to administration and whose ground floor would serve as a student lounge." The second floor was to "serve as a Dutch-developed, bookless library, and the succeeding 6 floors as student study niches or carels after the European library style." Also shown in scale was a "multiple-use theatre and auditorium seating 1,200, and a . . . gymnasium."[1] Four 4-classroom teaching modules, expandable each into a single unit due to moveable inner walls, constituted the basic instructional area. Each module would accommodate 180 students when its four rooms were in use.

In may, the architect was invited to meet in New York with personnel of the Educational Facilities Laboratory (Ford Foundation). Discussion was held concerning the design and the innovative features of the proposed facilities and the possible interest of EFL in helping with early or later costs. Talked centered on three components: the classroom unit, the library, and the theatre-chapel-auditorium. This was the first of several discussions held with EFL during 1962. After one of the meetings, the architect wrote the directors that EFL, though interested, expressed concern over sources of support for the college. Where was the money to come from? The architect wrote further that he had replied that "this was being given careful study" and would be covered in a forthcoming "proposal to EFL asking for certain planning and construction support."[1]

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[1] A news release dated July 11, 1962, and sent to local and metropolitan papers by the directors.

In September 1962, a representative of EFL came to Park Forest to look over the village and the site and to assess chances for the venture's success. A local businessman and the president of the directors met him in Chicago and in the businessman's helicopter flew him to Park Forest, providing en route an aerial tour of the proposed site. Later the EFL representative met with other directors and several community leaders, from both Park Forest and neighboring components, for discussion. Before he left, the representative told the group that when a charter had been received by them and certain other steps accomplished, EFL would be interested in considering proposals.

On September 26, 1962, application was made to the State of Illinois to establish and operate a post-secondary institution. On October 18, the directors were invited by the State Superintendent of Education to make a presentation to a panel of officials. This was to be a hearing on the request, which had included none of the evidences required.[2] At the hearing "we made the point that the law was so written that no college could ever be set up on a private basis again in Illinois."[3]

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[1] Letter by the architect to the president of the directors, July 3, 1962. For reasons to be explained the proposal mentioned was not forthcoming as planned.

[2] See footnote 1, page 85.

[3] From an account of the hearing written by the president of the directors.

No solution, said the directors, but to provide them with a charter, on good faith only, was feasible. Strongly emphasized was that the spirit of the law was being voided by the regulations of the law.

Apparently the delegation was persuasive; four days after the hearing, a representative from the Superintendent's office visited Park Forest. The representative was taken to the contact member of ACB, who acted as host during the visit and who described to the visitor the situational advantages offered by the community. The proposed site was shown, newly decorated with a "Park Forest College" sign. A concerted attempt was made by the directors to explain the feasibility, the visbility, and the necessity of the project. The repsentative returned the next day to Springfield to make his report and recommendation.

On October 24, a month after the application had been submitted, the State Superintendent of Public Instruction granted the Provisional Corporation a post-secondary institution charter. Explicitly, authority was granted "to establish and operate a post-secondary educational institution to be known as Park Forest College." Further, "we see no conflict in your proposal and any proposals for public junior college organization."[1]

On October 30, application to the State of Illinois to amend the articles of incorporation of the Provisional Corporation was made. A month later, permission having been granted, the former corporation officially became "Park Forest College." A by-law change in the original articles of incorporation transmuted directors into trustees.

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[1] Letter by the State Superintendent, dated October 24, 1962.

All incorporators of the earlier corporation automatically became trustees; in turn, they added six additional trustees at the organizational meeting of the new board. Elected were the architect, the engineer, the member of ACB with whom the directors had been working of late, a local attorney, and two management executives who lived in the village and who worked in Chicago.

The president of the Provisional Corporation resigned and became temporary chairman of the board of trustees. Committees were re-constituted and expanded.[1]

Immediate needs were enumerated by the chairman. First was more money for operating expenses. Second, an office and a secretary were required. Third, a tax exemption certificate (so gifts could be received) was needed. Fourth, a title to the land, a clear title, was necessary. Last was the drafting of formal proposals to foundations.

On November 9, 1962, a tax exemption request was filed with the Internal Revenue Service and, simultaneously, notification of this action was sent to both Illinois senators and to the Congressman representing the district which includes Park Forest. On December 12, a federal tax exemption certificate was granted by IRS. The circularity of no certificate--no charter and vice-versa was at an end. Now, with a legal base established from which to proceed, a standard agreement was signed with the architect, who, to avoid possible conflict of interests, resigned as a trustee.

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[1] Nine committees resulted: (1) administration, (2) community relations, (3) correspondence, (4) curriculum, (5) faculty, (6) finance, (7) legal, (8) physical plant, (9) public relations. Five were headed by trustees, four, by volunteers.

Meanwhile, addresses by various trustees were being made to civic and service groups. Evidences of support were growing; assistance of one kind and another, more often than not of volunteer help, was offered and accepted readily.

News coverage during 1962 was quite extensive. Local papers naturally paid more attention to the attempt than did metropolitan papers, but both groups included a number of articles in various issues. As illustrative both of the coverage provided and of the contents of this coverage, there follow sample excerpts from a number of stories which appeared during the second half of 1962.

> "College for South Suburbia" (Park Forest Star, July 15, 1962) Prospects are . . . increasingly bright for the addition of at least one four-year college to the South Suburban area . . . . Proponents of a Park Forest college . . . are far more enthusiastic now than . . . a year ago over the possibility of achieving their goal of a college with emphasis on top-grade education.
>
> "Planners Draw Up High Standards in Designing College in Park Forest" (Chicago Sunday Tribune, July 15, 1962)
> An artist's model [pictured] of a proposed 10-million-dollar liberal arts college to serve Will and south Cook Counties will be placed on public display. . . .
>
> The proposed college would be unusual . . . in that it would have one of the largest libraries in the world, yet few books [micro-library]; an unusually high salary range . . . $10,000 to $35,000; and a six-day week, 11-month academic schedule.
>
> The idea of the college is to economize on construction so that most of the tuition would go into teaching. . . .
>
> "Finds Concept of College Pretty Indeed" (editorial, The Park Forest Star, July 15, 1962)
> The concept of a college in Park Forest is a pretty one indeed; and when the plan for the college includes as many revolutionary features as does the one recently published in this newspaper, the prospect is further sweetened. For these are no fly-by-night idealists . . . promoting this venture, but an entirely remarkable group of individuals whose undoubted

idealism is tempered with the sober facts of life, including such sordid matters as finance and public support.

Actually, the project would furnish for the village of Park Forest a stabilizing factor which is one of its great needs.

The infusion into the village of a faculty and a student body of the sort contemplated . . . may supply some of the dynamism now lacking. This could not help but to do good, and might even succeed in making Park Forest the significant dot on the map which it once promised to be.

There is something that Park Foresters and south suburbanites can do. If a thousand families in the area would indicate their support by even a token subscription of a dollar to $25, it would indicate tht type of community participation which would encourage large foundations, already deeply interested, to proceed with enabling funds.

"New Park Forest College Will Open in Fall of 1965" (Chicago Daily News, October 26, 1962)
A new $10,000,000 college . . . will open its doors in the fall of 1965 . . . .

A certificate of feasibility was given the trustees Thursday by . . . [the] state school superintendent. . . . A charter is expected soon. . . .

A shortage of college facilities for the south suburban area, combined with a high demand for college education there, prompted the move to form the new school. A first-year enrollment of 500 is projected, with a student body of 3,000 planned.

"Unusual College for Park Forest" (Chicago American, November 1, 1962)
The economies are expected to reduce construction cost to about $2,000 a student from the usual $10,000 to $15,000. . . .

Tuition is to be $1,500 for a 3-semester year and is expected to pay all the cost of faculty salaries, with a third left for other purposes.

"Public Hearing on College Set Friday at Rich East" (headline, The Park Forest Star, December 13, 1962)
An exciting plan for a unique $10 million, four year liberal arts college . . . will be unveiled Friday at 8 p.m. in the Rich East [Park Forest] high school cafeteria.

The public hearing, called by officials of the college corporation which has been chartered by the state and granted tax exempt tax [sic] status by the federal government, is designed to drum up public enthusiasm for the plan which already has captured the imagination of hundreds of area residents who are working to make it a reality.

A private institution, requiring no tax funds for support, sponsors expect to finance construction with grants from foundations, businesses

> and individuals. A number of major donors are reported interested in helping to establish the prototype school. . . .
>
> As the plan is now visualized, funds will be concentrated on education and expenditures for such items as student housing left to private industry. Also proposed are . . . elimination of a large scale athletic program. . . .[1]

The news accounts, among their various topics, include mention of nearly all the proposed features of the college--as envisioned by the sponsors in late 1962. It should be noted that the emphasis is still on the economic and operational aspects of the proposed institution. Little is said about aims or curricular goals; nor do the news accounts (including those not cited), especially editorials, raise questions about such aims and goals. Apparently "liberal arts" sufficed, both for the sponsors and other interested parties and supporters, to suggest acceptable aims and objectives without much additional elaboration.

One other point should benoted. As indicated by the news coverage just cited, a high degree of optimism, in fact nearly certainty, about success of the venture was shared among most of the directors (and many other interested persons and organizations). This stemmed from the granting of a charter and a tax exemption status, from indications of community receptiveness of the proposal for a new institution of the type projected, and from the expectation of quick and considerable support from both the community and foundations. This optimism is shown in the designation of late 1965 as the target date for the opening of Park Forest College.[2]

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[1] The public meeting is discussed later in this chapter.

[2] One of the quotes cited from the article in the Chicago Daily News shows a change in plans from earlier years. Instead of beginning with a student body of 3,000, it had been determined by the directors that an entering class of 500 would be more feasible of attainment; over several years, enrollment would be expanded to 3,000.

The first substantial financial support came during 1962 through arrangements made with the South Suburban Barber Shop Quartet and Choral Singing group (a member group of SPEBSQSA) to sponsor a benefit performance for the proposed college. The "concert," which was held December 1 in the auditorium of a neighboring suburban high school, drew a full house. From proceeds of ticket sales, $1,000 was set aside for a music scholarship. One trustee later wrote that "this act of faith was the first . . . successful community expression of support."[1] The evening program resulted in a good deal of publicity (a number of local merchants made mention of the program in their regular newspaper advertisements), and quite probably a substantial number of area residents, who before had paid little attention to the activities of the sponsors, became more directly aware of the effort to establish a new college.

On December 14, 1962, an open meeting was held in the auditorium of the local high school. Several hundred citizens from both Park Forest and neighboring communities attended. The trustees reviewed their plans for the college and invited questions from the audience. In addition, the trustees were able to announce that recent donations and grants in the amount of several thousands of dollars had been received. Donors included individuals, service clubs, and the Park Forest Merchant's Association. The largest single amount came from a Chicago merchandising executive known for his support of educational programs and who was an acquaintance of several of the trustees.[2]

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[1] Apparently a department of music was to be included in the new institution, although discussion concerning such a department is not found among the records this writer has examined.

[2] He later became a trustee.

As in the June, 1962, public meeting, the audience was told that community interest and support were crucial to ultimate success of the effort. Without substantial evidence of community interest, foundations and industrial concerns would be reluctant to help. "The stronger our support here at home, the greater our chances for help," stated one of the trustees.[1]

Immediate monetary needs were set at $100,000 for initial architectural and structural design, site engineering, and basic land development. Needed also were funds for telling "nationwide the story of our project" and for necessary travel.[2]

Summary

Towards the close of 1960, there was formed the "Provisional Park Forest College Corporation"; this provided the nucleus of membership for the later corporation, "Park Forest College," which came into being near the end of 1962. The newer corporation included among its founders a majority who had been involved in the effort since its beginning in 1957. This continuity of membership is notable when viewed against the population turnover in Park Forest, which has been, over the years, 20 per cent or greater annually.

During the period 1961-1962, there was a substantial increase in the number of active supporters of the attempt to found a college. Several of these supporters became directors and later trustees.

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[1] Notes used that evening by the trustee quoted.

[2] _Ibid._

The increase in the number of supporters can be accounted for by three factors. The first is the publicity the effort received from the press. Next, the public meetings held by the sponsors drew several hundred area residents, many of whom provided support through cash donations, needed skills, or both. Third, the directors during 1961 and 1962 actively recruited assistance from members of the community whom they had identified as possessing talents necessary for expanding operations. In a letter written October 10, 1962, to a prospective donor, the chairman of the trustees was able to write that "besides the . . . nucleus of about 15 men, there are more than 150 others who have participated with skill and funds . . . over the past year or two." At the close of 1962, however, no full-time employee had been hired and the trustees found it necessary still to do much of the routine work themselves or to organize and supervise the volunteers who undertook such tasks as typing, filing, and so on.

The directors, trustees, and most active volunteers who joined the effort during 1961-1962 shared the motives of the earlier sponsors--that the effort was worthwhile; that a new, innovative, prototypic college was needed, a private one; and that community improvement would result from a successful effort. They shared as well the dissatisfactions with current higher education held by earlier sponsors.[1]

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[1] These conclusions are based on discussions and interviews this writer held with the persons referred to during 1963-1964 and on statements made by these persons in correspondence.

Those who joined the effort during 1961-1962 offered two reasons for becoming involved not stated by the earlier supporters. One reason, commonly advanced, was expressed, in the words of a new director, as follows: "I felt that if fellows like ______________ could take time from their schedule to work for something this worthwhile, so could I." An element of comparison is evident here; "competitive altruism" might be an appropriate term. Next, several of those who joined during 1961-1962 spoke of wanting to bring to bear on the effort their special talents. Whether these talents were in engineering, architecture, law, business or whatever, new supporters saw themselves as possessing a needed capability.

Though several new supporters were from professional fields, none was from education. At the stage of progress of the effort during the period being discussed, the presence of a college faculty member or two and of a college administrator could have provided a balance in trustees and practicing "experts," whose experience and counsel might have been most helpful. Some contact, however, was had during 1961-1962 with faculty and staff members of different colleges through informal discussions and correspondence, particularly by the chairman of the trustees. In 1963 and 1964, as will be seen, such contact was increased considerably.

In the summary of Chapter III, it was noted that at the close of 1960 the sponsoring group was characterized in operation by informality, by a lack of formal structure, rules and regulations. This condition changed somewhat during 1961-1962. Formation of the "Provisional Corporation" imposed certain requirements. Minutes became necessary and finances had to be accounted for.

These requirements became more definite following the incorporation, in 1962, of "Park Forest College." An increased range of activity and more personnel involved in the effort during 1961 and 1962 also necessitated more organization. Committees were formed and began to meet with some regularity; thus, additional minutes were prepared. More indirect--that is, less vis-a-vis, communication was demanded, and written reports increased.

Still, the restricted number of key participants, the limited time available, frequent contact among directors and trustees--these factors continued to promote informality. As yet, formal roles were not evident except for the necessary titular positions demanded by the charter.[1]

During 1961-1962, the sponsors, through press releases, progress reports, and public meetings, began and maintained a definite effort to inform the residents of the South Suburban area of the intention to found a new college. The community was asked to support the attempt through cash donations and volunteer assistance. The press was cooperative and supportive of the attempt. No ground swell of community support resulted, but a number of contributions were made, dozens of volunteers were identified and many called on, and expressions of interest were forthcoming from not only Park Forest but from a number of individuals and groups in neighboring communities. There were no significant protests raised against the possibility of such a college as was being planned. No formal survey was taken to sample South Suburban views and possible support; but such was not at the time deemed necessary by the sponsors--nor were there sufficient funds for an extensive survey had one been desired.[1]

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[1] This writer has talked with several trustees and ex-trustees who said there was at times too much informality. More regular meetings and more thorough discussion would have resulted, they felt, in better use of time and resources. They also mentioned premature announcements of support and dates for completion and opening of the college--examples of "more hope than anything" said one. Another said "I think we were way premature in announcing the kind of library we would have. More information was necessary. Something that important needed much more exploration before a model was built and news releases sent out. Our urge to be innovative and our desire to excite attention and support now and then ran away with us."

The criticism can be made that contacts with other communities than Park Forest were too limited. Few local groups in other communities were approached to conduct support campaigns within their areas. But such criticism is tempered by recognizing the dual limitations of time and resources and the absence of a permanent administrative staff.

During 1961-1962, estimates of needed resources and of eventual costs were made. Both short- and long-range requirements were outlined. Several budgets were drawn up during the period and adjusted according to changing plans and time schedules. During 1957-1960, funds had posed not an immediate problem but a future one; that future arrived during 1960-1961, and increased activity and tentative completion dates demanded funds for both current expenses and planning and for capital expenditures. As much as $10,000,000 was projected for the total cost of the new college.

Community appeals produced a number of relatively small donations, and from several contributors more substantial sums were received--enough totally to continue the effort and to allow guarded optimism, but not enough to proceed with all desired tasks and construction. Foundations were approached, and certain officials subsequently visited Park Forest. The sponsors were hopeful that from foundations, and from local and metropolitan industries, the major capital costs would be forthcoming.

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[1] The local press might have been utilized, however, for such purposes in view of its favorable reporting on the attempt.

Perhaps the sponsors were too reliant, in their planning, on a limited number of sources, especially foundations. No systematic alternative plan for solicitation from individuals and business concerns within the South Suburban community was devised. No discussions with professional fund-raisers were held, though inquiries from several firms were received. Nor, during 1961-1962, did the directors, and later the trustees, add to their membership persons who potentially could donate a large sum to the effort or who, through business, political or social contacts had easy, established access to persons of wealth or to persons instrumental in determining allocation of grants and other forms of assistance.

As in the period 1957-1960, pronouncements about the nature of the college made during 1960-1961 centered more on the physical, financial and operational aspects of the institution than on its philosophy, its intended aims and objectives. The sponsoring group recognized the necessity for stating more clearly their convictions about the value orientation of Park Forest College. Yet the public gatherings held, the news accounts of the attempt, potential donors contacted--none of these demanded production of a detailed, definitive statement of aims and objectives or a statement of the philosophic assumptions underlying them, and the sponsors therefore had little external prompting to frame such statements. How though, it can be asked for example, could an appropriate candidate for president of the college (for this was spoken of as a high priority goal) have been selected without quite specific value criteria against which to assess his suitability for the position?

Late 1960 had witnessed the organization of a provisional corporation to explore the feasibility and desirability of establishing a college. The year 1962 ended with a conviction on the part of the incorporators, now trustees, that a college was desirable. It also was held to be feasible, though undoubtedly it would be difficult to create. Yet tangible progress was made during 1960-1962. Legal obstacles were overcome; limited financial support was obtained; volunteer assistance increased; a site was set aside pending additional progress towards the goal. These and other accomplishments offered grounds for optimism about eventual success, but not evidence for certainty of success, at least in terms of completing the attempt as outlined in the proposals and models that existed at the close of 1962.

CHAPTER V

RECENT DEVELOPMENTS AND CHANGES
(1963-1964)

The format of this chapter differs somewhat from that of the preceding two. Because of the amount of information to be presented, the years 1963 and 1964 are treated separately, and a summary of each year's events is provided, not a single summary as in Chapters III and IV. The treatment of events is thematic not chronological, though under the various headings, events largely are arranged in order of their occurrence.

1963

This was a year in which an attempt was made to accomplish certain short- and long-term objectives established previously and during which considerable expansion of activity took place. The year's activity and the discussion thereof are covered under seven headings: (1) trustees and officers, (2) facilities, (3) curriculum and statements of aims, (4) finance, (5) other support and assistance, (6) public information and community relations, and (7) meetings and committees.

Trustees and Officers

During 1963, four new trustees joined the board. The first was elected to membership in March. A business executive and an expert on public relations, he made a sizeable cash donation to the college in late 1962. He was a member of the accrediting board of correspondence courses in adult education, and the author of a number of publications in management and personnel. Further, he had served as a representative of the A.I.D. program and had been in charge of several business seminars sponsored by A.I.D. in South America. His interest and support were most welcome, but the demands of many obligations made him unable to attend trustees' meetings with any regularity.

In April, the board created the post of executive vice-president of Park Forest College and simultaneously filled the position. The new officer was a former Chicago businessman who, after retiring from a very successful merchandising career, completed his M.B.A. at the University of Chicago. For several years he then was a professor of business and merchandising, first at Loyola, later at Notre Dame. Upon retirement, at age seventy, from college teaching, he decided to apply his talents to helping develop a new institution and having read news accounts of the efforts to found Park Forest College, he volunteered his services as a full-time unpaid employee with major responsibilities for development and fund-raising.

The trustees were delighted to accept his services. In him, they acquired someone who had substantial contacts in the business and commercial world and who possessed a remarkable degree of energy and enthusiasm.[1] In July he was voted membership on the board. Until early 1964 when it was necessary for him to divorce himself, for personal reasons, from the attempt, he provided much-needed coordination of activity as well as leadership in initiating new plans and projects.

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[1] His past civic activities included important positions with the Chicago Housing Authority and organizational responsibility for civic promotions and fund-raising campaigns.

In June, a manufacturer whose plant is in Park Forest accepted appointment as a trustee. His business commitments made him unable to participate actively in the effort to raise the new college, but he did supply financial and other assistance (including the helicopter transportation of foundation visitors referred to in the previous chapter).

At the October 7 meeting, the board named the last new trustee of 1963. He was a resident of Park Forest, a member of the local elementary school board and very active in community affairs. Professionally, the new trustee was associated with a metropolitan university, where he served as a director of community development and research programs. Formerly he had been an industrial management and in-service training consultant and also a regional training director for the Internal Revenue Service.[1]

Two board resignations were accepted during 1963. One was from a local attorney, the other from a business executive. In both cases the men's vocational commitments precluded their further active participation.

Facilities

In late 1962, office space had been acquired in near-by Richton Park. More exactly, the trustees were given space to use in an office maintained by several members of Idea Clinic who had formed a separate organization for promotion and development of certain projects.[1] The location, however, was unfavorable, somewhat out of the way, and another was sought.

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[1] Like the first trustees he was a World War II veteran, and had been a B-25 pilot.

Towards mid-1963, space in the Plaza--the shopping center of Park Forest--was offered by the community developers. This location, though central, was rejected because of the amount of late evening work carried on by college volunteers, mostly women, who, it was felt, would be apprehensive about working at night in a nearly deserted area.

The developers then offered use of one-half of a rental duplex located near the Plaza and across from the Post Office. This second offer was accepted gratefully and its location remains the temporary site of the college office.[2]

During part of 1963, a Chicago office was maintained. This was established by the executive vice-president. The second office offered several assumed advantages: a convenient metropolitan meeting place, a location close to business and foundation sources, a Chicago address. After several months, the office was relinquished; its costs exceeded its benefits.

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[1] Idea Clinic is described early in Chapter III.

[2] Before the move could be made, however, certain obstacles had to be overcome. Their nature illustrates the protection against possible commercial incursion demanded by suburbanites. Upon petition of the trustees to use the volunteered duplex as an office, a local zoning committee turned down the request, arguing that the projected use was commercial not residential. An appeal was filed. A temporary use-permit was authorized after certain agreements were made concerning noise, parking and so forth. Written permission to use the office space as contemplated was obtained from all renters near to the office. A public hearing was held next, after which, there being no further protests, permission was granted.

Curriculum and Statements of Aims

Late in 1962, work had begun on a comprehensive statement intended both to emphasize the need in South Suburbia for a college like that planned and to describe how Park Forest College, once created, would satisfy this need. The necessity for such a statement had been clear for some time. After many hours of work, much coordination, and several revisions, a 30-page brochure was printed in the spring of 1963.

Highly professional in appearance, the brochure reflected literary, photographic, and compositional skills of certain trustees and volunteers. The title page bore a view of the wooded site and the words "Where Else Such Promise?" Following this page was "A Statement of Principles" (to which this writer will return). Next came sections dealing with the proposed suburban location of the institution, projected local and national needs for increased facilities, and estimated costs and methods of financing the proposed college. The intended physical plant was described and a sketch of it illustrated.

Other sections dealt with standards (student and faculty), schedules (trimester), and particular facilities (e.g., theatre-chapel, library, laboratories). The concluding pages concentrated on costs, expected operational budgets, and community service and cooperation.[1]

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[1] In sum, the brochure distilled the features and proposals that have been presented so far in this writing, particularly those presented in Chapter III. See: Board of Trustees, "Where Else Such Promise?" (Park Forest, Illinois, 1963).

Copies of the brochure were sent to those who had donated time and money, to prospective donors, especially business firms, and to certain foundations. The remaining copies were kept on hand and used throughout 1963 as the basic information piece on the college.

The brochure contained no outline, _per se_, of curriculum. It did include certain statements which suggested curricular direction. According to the section entitled "A Statement of Principles":

> The students we expect to attract will seek, and be willing to assume, differing points of view; will become morally disciplined and intellectually rigorous; and will emerge mature men and women able to apply the precision of science to their humanities, and equally able to be humane in their invocation of science. . . .
>
> . . . .
>
> In a time when man has pierced with instrumental eyes the veils of Venus, the demands all society will make of the able are difficult to estimate . . . but they will exceed those of today. We want to see our children so ready for this load they will not regard it a burden.[1]

From the preceding quotes, two emphases can be inferred. First, in consonance with the stated aim of creating a quality liberal arts college, the curriculum would accent those courses in science and humanities which traditionally have formed the focus of study in prestigious liberal arts colleges. Second, flexibility would insure that changing demands could affect the curriculum; not only the latest in technical aids were to be used in presenting course content but, as well, the outlines of course content would not be fixed, but expandable. The curriculum would undergo constant re-appraisal, both in content and in methods of organization and presentation. But, and this point should be emphasized, the brochure nowhere provided what could be called a specific overview of the intended curriculum. Moreover, such aims and goals as received mention were presented in terms quite general. A reader of the brochure more or less had to "sense" objectives and content derived from them.

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[1] _Ibid_. Inside front cover (pages unnumbered).

The matter of future accreditation troubled the trustees, who saw its lack as an obstacle to attracting at the start the best potential students and faculty. Towards mid-1963, contact was made by letter with the National Commission on Accreditation. This body supplied information to the trustees on general accrediting procedures and pointed out ways that accreditation had been expedited in certain cases, e.g., through affiliation with other institutions. The national body suggested close cooperation with the regional association.

In May, the first of several meetings was held with representatives of the North Central Association of Colleges and Secondary Schools, the regional accrediting body. From members of North Central's staff, the trustees learned that it was that body's policy to consider accreditation proceedings when an institution appeared ready. If the chief curricular and administrative officers of Park Forest College kept close contact with the accrediting.association and if standards were met, accreditation might be obtained within a few years of the opening of the institution. The trustees were interested, however, in what could be termed "instant accreditation." It was felt that donors would respond more positively to solicitation for funds if a guarantee of accreditation could be stated currently. But such was impossible to arrange.

To serve the community and to demonstrate opportunities a college could offer to the area, an adult education course in "decision-making" was announced in November, 1963. The course, scheduled for early 1964, was to be taught by the college's executive vice-president, who had had previous experience in conducting such courses. His unanticipated resignation in early 1964 voided the course, but not before a number of inquiries about it were received.

Toward mid-summer, 1963, a suggestion was made to the trustees by an interested member of the community that consideration be given to sponsoring an extensive adult education program and including as part thereof a public lecture series on higher education, to which all interested South Suburban residents would be invited.[1] In October, the curriculum committee proposed that a series of public lectures on higher education be sponsored by the trustees, and approved a tentative budget for the series. The board agreed and plans for holding the lectures early in 1964 were made.

At a November 17 board meeting, a motion was made, and accepted, that the trustees re-examine all basic premises held in relation to the nature and operation of the college.[2] It was decided further that the forthcoming lecture series would provide an opportunity for a public examination and discussion as a result of which, "feedback" from the community-at-large could be obtained. In this way, the views of a cross-section of the area residents would supply, it was hoped, substantiation of the plans held by the trustees and of their premises as well; if not, the trustees would become aware of differing views and could take them into account.

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[1] The person who made the suggestion became a trustee towards the close of 1963. He is the last person described in the (earlier) section of this chapter on "trustees and officers."

[2] "It was moved . . . that Park Forest College go on record as being sincerely desirous of examining all . . . premises." "Minutes of the Meeting of the Board of Directors," November 17, 1963.

Finance

Plans for financing Park Forest College received major attention during 1963, and as in 1962, statements of needs were prepared and sources for meeting them discussed. Throughout the year, increased activity presented correspondent demand for increased operating funds.

It was recognized by now that the major foundations were more likely to match existing resources or expand operating programs than to provide initial assistance. Once the local area provided financial responce, indicating acceptance of the project, the foundations could be approached with a better chance for success.

The finance committee therefore tried to develop more detailed, more specific programs for raising funds. Prior to 1963, amounts had been estimated for the total cost of the college--totals as high as $10,000,000 and as low as one-third this sum had been advanced in discussion and writing. In November of 1963, an income and expense projection for the succeeding twelve months was prepared by the finance committee. Approximately $1,000,000 was set as the goal.[1] It was hoped that a combination of notes, memberships, bonds, gifts from various sources, and fees from extension classes would provide this sum which, when attained, would allow for partial completion of the college and, as well, provide the necessary evidence of community backing to promote substantial assistance from foundations.

The operating budget drawn up at this same time listed amounts deemed necessary for rents, office personnel, consultations, travel, a president's salary, engineering fees and other expenses. Neither projection was attained though certain progress towards several of the goals was realized--as will be noted in following pages. The projections did have an unanticipated value; they forced serious consideration and discussion about the sources of support that must be found. Recognition followed that no one source, at least at the present stage of effort, was likely to supply needed capital and expense funds. Instead, a number of sources would be necessary and a planned, comprehensive program for fund raising would have to be developed over time.[2]

During 1963, the deed to part of the site was put in escrow by the donors (ACB). The trustees were given time to make certain progress which, if made, would result in the remainder of the land's being deeded over. This transaction was heartening to the board. Finally, after several years of effort, a third critical problem had been resolved: the charter had been received; a tax-exemption status was attained, and the land was now acquired, albeit conditionally.[1]

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[1] "Park Forest College Proposed Operating Budget 11/1/63 thru 4/30/64" and "Income Projection Park Forest College November 1963 through October 1964." (mimeographed).

[2] It should be emphasized that the budgets just discussed were proposed; they were not formally adopted. Still they reflect financial aspirations of the period and they show more specificity than former estimates and projections, as well as a lower target sum.

To increase community support and to raise needed operating funds, a program of "associate membership" was undertaken. For $5.00 one could become a "youth associate." Ten dollars made one an "adult associate." A family associateship cost $25.00; a life associate membership was $10,000. Through solicitation within and around Park Forest, several hundred associate members were recruited.

Contacts with Chicago and suburban firms and foundations were made during 1963 by the trustees, but intermittently because of limited amounts of time that could be taken from the day's work. From these contacts, several pledges were forthcoming, but the donors generally required that certain stated progress be made before the pledges could be received.

Lack of development and planning funds prevented completion of the designing of the physical plant. In late 1962, the architect had signed a contract with the board; it was intended that he would complete the design of the initial classroom structures during 1963 and that construction of these first buildings might begin late in the year. Educational Facilities Laboratories was to be sent the designs with the hope that EFL would find them innovative enough to make a construction grant.

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[1] Such conditional terms are common in situations like the present one. An outright gift would allow sale or mortgage of the land with little protection for the former owner or assurance of the use of the property as intended.

The design work begun earlier was carried no further in 1963, and later in the year the architect moved to California to prepare the master plan for the University of Santa Clara. Further planning thus was postponed. In addition, several thousands of dollars in fees had to be paid for work performed prior to the signing of the architectural agreement. The suspension of planning and design was disappointing to all involved in the effort, particularly in light of prior statements concerning target dates for operation.

Other Support and Assistance

Donations other than cash were made during 1963, as in the years immediately preceding. Time, labor, materials and advice--contributions of these were received. The engineer-trustee provided help in planning the design and construction of the intended physical plant. Through correspondence with various officials and with faculty members of different institutions, suggestions were received and criticisms offered.[1]

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[1] One such contact is described in a September 14, 1963, "Memo to the board of Trustees and Curriculum Committee" from the acting president of the trustees. The memo describes a meeting held with a former Dean of Kalamazoo College, who previous to the meeting had studied the brochure put out by the trustees earlier in 1963. He "had gone over our brochure word by word and circled, queried, and marked virtually every phrase in the publication. He had also made a comparative program showing the advantages of quarters against trimesters, tallying about two dozen categories of measures all the way from teacher hours in class to number of 'student stations' per hour, day, and week. He had drafted calendars showing the uses of holiday, vacations, weekends, and seasons of one kind or another. In general he has done a tremendous amount of work already on our school."

From different groups and from individuals, offers of assistance were forthcoming, and accepted gratefully. A number of evenings saw as many as half a dozen volunteers working in the college office, typing, writing, phoning--performing many different and necessary tasks.

The local Junior Chamber of Commerce chapter volunteered to sponsor a dance to benefit the college; the offer was accepted and the dance, held in December, netted both publicity and operating funds. A Chicago bank invited the executive vice-president of the college to attend a seminar on college resources, in November. The Regional Association of South Cook-Will Counties Municipalities made time available at one of its regular meetings for two trustees to address the assembled group and discuss community needs, expectations, and advantages in regard to the college.

The National Jewish Chautauqua Society offered a book grant in a letter received during 1963. In November, the trustees announced a "Gift Book" project. This resulted in the college's acquiring a number of books and periodicals--in one case a quite complete set of scientific journals.

Public Information and Community Relations

During 1963, a heightened public information program was conducted. With apparent agreement among the trustees regarding the type of school desired, with a brochure describing the general nature of the college and its proposed operation and physical plant published and distributed, and with an increasing level of activity, the basis for such a program was established. An information committee was formed through which releases were to be channeled in order to insure consistency of public information. "To properly cast the image of the College" was the aim stated in the resolution proposing the new committee.

As in 1962, the press, especially the local press, was cooperative in printing releases and in generating stories. This press coverage reflected, for the most part, the optimism displayed by the trustees that the college would come into being, and soon. For example, a late 1963 feature in one of the Chicago papers centered on the executive vice-president of the college and his enthusiasm and devotion to the cause. The account stated that "a fund drive will get underway this fall in the south suburbs." It continued: "it will cost about $10,000,000 to start the college, and this will be done by offering that amount in bonds to the general public." The executive vice-president further was quoted as saying: "'We want the people of the south suburbs to feel that they own this college, rather than any group of individuals or companies.'"[1]

At year's end, a local paper editorialized that "if you're looking for a cause to champion during 1964, for a challenge to set your flow of participating adrenalin circulating freely, join the movement to speed the day when a college will be functioning here." The editorial continued: "Find out how easy it is to become an associate member of the college and boost its chances for success."[2]

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[1] "Park Forest College--the Birth of an Innovation in Higher Education," Chicago Daily News, November 9, 1963.

[2] "Looking Up For 1964," Park Forest Reporter, December 30, 1963.

The same paper carried a headline December 4, 1963, reading, "Renews School To Honor Pres. John F. Kennedy." The following quotes from the article following the headline advance the suggestion:

> "A liberal arts college, in the tradition of the Ivy League schools from which the president began his academic accomplishments, is more than just on the drawing boards. . . .
>
> "It has survived because interested individuals have put forth thousands of hours of volunteer effort to help it become a reality here. It exemplifies the spirit of the late president, who bore his tasks bravely in an urgent search for world peace, as he provided the necessary leadership to move the cause of freedom forward.
>
> "One of the steps to determine whether the choice of the name Kennedy college is justified and popular, would be to poll the several hundred persons expected to gather at the American Legion hall in Chicago Heights on Saturday evening to attend a holiday affair which will benefit the college."[1]

The poll was not taken. However, the suggestion for re-naming the college prompted a number of letters to the editor. Most writers seemed to favor the suggestion, though opposition was voiced. One letter to the editor concluded as follows:

> "What, if anything, shall be done to honor presidents Truman and Eisenhower in later years?
>
> "For these reasons, I feel that the college should be named for its location; thus, Park Forest College, but that some integral or unique part of this institution be named in memory of the late John F. Kennedy."[2]

The trustees, with the exception of the acting president of the board, were not very enthusiastic about changing the name of the institution to "Kennedy College" for a number of reasons: there was no direct association of the name with the South Suburban area; seemingly everywhere in the country, schools and public works were being named or re-named after the late President; and, of course, the present name for the college had become fairly well fixed through publicity, and through choice.

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[1] Park Forest Reporter, December 4, 1963. An editorial repeated the theme.

[2] Ibid., December 30, 1964.

Yet towards the end of 1963, modification of the name of the college occurred. To encourage wider area response and to overcome any feeling that might have existed that Park Forest was receiving undue attention in what was to be an area effort, the phrase "of South Suburbia" was added to the words "Park Forest College." The new title appeared thereafter in news stories, on letterheads, and in addresses and discussions.

To help generate more intense community support, there was formed during 1963 a ladies' auxiliary of the college. This was the idea, principally, of the executive vice-president. For a time the auxiliary functioned limitedly, but because of lack of continued direction, it became dormant in a few months. During 1963, fewer addresses to groups of one kind and another were made by the trustees than in the years immediately preceding. The trustees felt that more support now could be gained through public information and general meetings.

Some new evidences of public awareness were manifested during 1963. For example, several dozen applications for faculty or administrative positions were received from persons, near and far, whose fields of preparation numbered more than twenty-five. A number of these applications came from men (and a few women) who currently held responsible, even prestigious positions in major institutions. Commonly, the letters of application mentioned that the writer had read of the attempt to form the college; thus an indication of the extent of the press coverage was offered the trustees. Response was made to the most promising applicants, asking them to keep the college in mind against the time when appointments would be in order.

Increasingly, inquiries were received from potential students, from adults interested in evening and extension work, from teachers wishing to take professional courses, and from suburban housewives interested in a variety of programs. Several representatives of groups from other parts of the country who were considering attempting a similar venture wrote for information and advice. Local persons who had read accounts of the effort inquired about what they might contribute by way of assistance. Nearly all letters were answered; the trustees, committee members, and volunteers felt that they had incurred, through publicity concerning the attempt, an obligation to reply to any sincere inquiry.

Meetings and Committees

Board meetings were held more often in 1963 than before; beginning in March they were scheduled weekly. Agendas became longer, reflecting the expansion of activities. Minutes were more extensive and more formalized, a result of meetings that often lasted as long as four hours. Attendance at trustees' meetings was good. Rarely was there absence of a quorum: five members.

Committees, too, met more often, sometimes weekly. Especially active during 1963 were the committees on finance, curriculum, and library. Minutes of committee meetings were written and copies made available to board members and interested parties. More and more, non-trustees became active in various committees.

The brochure "Where Else Such Promise?" listdd the following committees as of March, 1963: Legal Committee, Faculty Committee, Physical Plant Committee, Community Relations, Curriculum Committee, Administrative Committee, Professional Liaison Committee, Library, Public Relations, History, Correspondence Committee, Finance Committee. Ad hoc committees were formed during the year for special purposes or investigations--e.g., TV Station Committee (to look into possibilities of obtaining a license to operate an educational TV station, President (selection) Committee, Real Estate Committee. Reflective of the optimism of the trustees, a committee was appointed in March to make recommendations concerning the college's colors, seal, motto, and related items; however, no recommendations were forthcoming.

In May, there was appointed an executive committee consisting of several trustees. This committee was empowered to act on behalf of the trustees (as a whole) between board meetings. Its formation was prompted by the need to have a small, easily-contacted group that could provide a decision or course of action rapidly when alacrity was demanded.

In December, a motion was made at the trustees' meeting that there be formed an "advisory council" composed of persons expert in some phase or other of expected future activity.[1] This council would act in a consultative capacity to the trustees and to other committees. The motion was passed, and within a few weeks several persons, both local and from beyond the immediate area, were selected to serve on the council. All trustees appointed subsequent to the formation of the advisory council first served on it.

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[1] "Minutes of the Meeting of the Board of Directors," December 2, 1963.

In December the chairman of the board of trustees asked to be replaced but to retain his position as a trustee. His request he said, was based on certain factors: (1) a need to devote more time to his business, (2) a feeling that a change in leadership was a desirable thing, and (3) his conviction that another chairman would introduce new methods and views that would assist the effort.[1] With reluctance, the board accepted his resignation, effective December 31, and, instructed one of their membership to prepare a letter of testimonial and appreciation for his services and to make a formal inclusion thereof in the minutes of a subsequent meeting. This done, the board set about choosing his successor.

The outgoing chairman suggested six criteria to consider in selecting his successor:

1. 20 or more hours weekly to give to the effort,
2. previous outside activity in a similar post in another organization,
3. "body and soul commitment,"
4. service as a trustee of the college,
5. residence in the South Suburban area, and
6. economic (business) experience, preferably with a wide range of contacts.[2]

Summary--1963

In 1963, board membership was expanded; four new trustees were added; three resigned. The post of vice-president was created and filled. Committees increased--in number, in activity, in scope, and in membership. Volunteers became more active than in preceding years. From memberships and from solicitation, operating funds and pledges of future support were received, not enough, however, to enable the trustees to proceed with schedules they had established for construction and hiring of a staff.

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[1] Statement written by the outgoing chairman and given the trustees, December 1963.

[2] *Ibid.*

Summarizing the period to the end of 1963, the chairman of the trustees wrote that "to date $10,000 has been spent by the Board of Trustees."[1] He added "that between 100 and 200 talks have been given by members of the Board . . . in Park Forest and surrounding communities." Further comment mentioned the thousands of dollars worth of architectural work completed.

During this year, a brochure was readied and distributed. Its contents summarized the planning and activity to date and presented the justification for the new college. Heavily emphasized was the role the college would play as the type of suburban institution needed to meet increasing demands for higher education. An intensified public information program was conducted during the year with attention directed towards presenting to the public a consistent image of what the new institution would be.

No construction took place in 1963, but the college did receive an official, if symbolic, identity--on the highway maps of Illinois. A July 7, 1963, letter from the Junior College Consultant, State of Illinois, to the Division of Highways, State of Illinois, included:

> . . . the changes proper in the official 1964 Illinois Highway Map to bring the lists and locations of the colleges of Illinois up to date. . . .
>
> 3. Locate Park Forest College at the short base of the trapezoid portion of Park Forest Village which lies in Will County.[2]

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[1] _Ibid._

[2] Copy of the letter sent to the trustees.

1964

The events of 1964--the last year covered in this study--will be presented under three headings: (1) Public Discussions, (2) New Directions, and (3) A Promising Solution. These titles indicate the primary emphasis, respectively, of the months January--May, June--August, and September--December. This arrangement includes not only the occurrences central to the thematic headings but also certain other events falling within the three time periods.

Public Discussions

The first order of business of 1964 was to elect a new chairman of the trustees. This was done at a board meeting held January 4. First the new man was elected a trustee, then, within minutes, chairman. This was not so precipitate as it would appear, however, as the new officer had been for more than a year an active supporter of the effort.

A resident of Homewood, Illinois, a suburb near Park Forest, the new chairman was a close friend of many of the trustees, having been a long-time member of Idea Clinic and at one time secretary-treasurer of this group. A graduate of Illinois Institute of Technology, in business and economics, he had served, like most of the original trustees, in World War II and, like the others, was active in community affairs. Vocationally, he was both an insurance broker and the director of a private research corporation.

At the same trustees' meeting, the office of executive vice-president (established in 1963) was expanded to include duties involving planning and public information. The vice-president, as the only full-time officer, was becoming a key man in all aspects of the effort. His title was broadened to include "chief executive." To assist the vice-president in planning fund-raising activities, a special committee of trustees was named by the chairman.

The advisory council (created in 1963) was re-constituted early in 1964 to include two types of members: regular members, as before, and "technical" members. Total combined membership of the advisory council and the trustees was set at 24. The "technical" members were to be specialists capable of advising the board in such matters as curriculum and finances.

In mid-1963, an interested resident of Park Forest had appeared before the board and proposed that a public lecture series on higher education be sponsored by the trustees. In November, 1963, the board, by resolution, agreed to re-examine all basic premises held, and through a public lecture series, involve the South Suburban community in this re-appraisal.

A special ad hoc advisory committee was established to organize and conduct the "forum series," as it came to be called. Committee chairmen were two of the trustees, including the person who originally proposed the idea and who now was a member of the board. Other members were chosen from among volunteers and local businessmen and educational leaders. A letter sent to committee members thanking them for having agreed to serve on the committee described the purpose of the forum series: "to thoughtfully examine and advise on fundamental decisions to be made by the Board of Trustees." A further purpose, of course, was increase of community interest and support.

Several factors can be assumed to have prompted the trustees in arranging for the public discussions. One was the delay in getting the new institution underway. Another stemmed from questions raised by a number of area residents who had read the brochure "Where Else Such Promise?" Another was a desire on the part of several of the trustees to discuss alternatives to the type of college thus far planned. And, too, though there had been public meetings before, there had not been the type of meeting in which the views of members of the community had been expressed; rather, the trustees (or, earlier, directors) had responded to questions--what few had been raised--on the assumption that the type of college, an "Ivy League" college, they had in mind would be the type eventually formed. Now it seemed time to re-examine views and attitudes by involving more directly the community in such discussion.

One of the factors just mentioned needs elaboration: interest on the part of several of the trustees in re-assessing the intended nature of the college and in discussing alternatives to the type of college planned. In a press release prepared by the co-chairman of the forum series, several statements indicate a shift in thinking on the part of the board, especially of individual trustees.[1] Derived from a series of interviews with different trustees, the following statements (and quotes) appeared in the release:

> 'We know the Park Forest College will have to be something special to make South Suburban youth want to spend two to four years close to home,' reported ______________, Trustee of the College. 'Youngsters really sit up when I mention the possibility of affiliations with certain east coast or west coast colleges as well as first rate foreign universities.'
>
> The forums will be held to settle what Trustees ______, ______, and ________ describe as 'many unresolved questions.'

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[1] The press release is undated but can be placed accurately as written and distributed during January 1964.

> ________ and ________ had a list of questions they said they expected to be discussed in the various Forum sessions. Here are some of the questions from that list: What kinds of students are in the South Suburban area? How many? How well do these students do (academically) where they now go to school? What percentage will graduate? Should more students go to college from this area? Should we be principally a commuter's college? What do South Suburban parents feel is the best education for their children? What are the outstanding characteristics of 'model' college programs which would most interest and be most appropriate for South Suburbanites? There were an additional twelve or thirteen such questions on the list.
>
> 'Obviously', Trustee ________ added, 'anyone with a child in any school or about to enter any school will benefit by getting the expert's point of view. However, an even more basic aim of the Forum series is to bring the Trustees of Park Forest College together with the citizens of the communities and the students of the communities that this school will serve.'
>
> It is the belief of the Board of Trustees of Park Forest College that the Forum meetings, held under the guidance of experts in the fields of education, funding, construction, curriculum, etc., will enable the college to be, from its earliest date, the kind of institution most wanted and needed by the South Suburban communities.
>
> When asked if the Forums were exclusively for people and students interested in Park Forest College, ________ answered with an emphatic 'no!' 'Everyone,' he said, 'particularly high school parents run into dozens of questions. Some they can answer . . . some they can't.'

There are differences reflected in the preceding statements from views expressed earlier about the nature of the college. This does not mean that there was a split among the trustees with some favoring one type of school and others another type. In reality, several of the newer trustees, who had not participated in the planning done in previous years and who therefore were unaware of the various steps taken that had resulted in the currently-held concept of the college, wanted a thorough discussion of all possible alternatives. These newer trustees were more inclined towards an institution that would emphasize community programs and service than were trustees with longer service on the board. Yet all the trustees agreed that re-examination of premises held was in order, and the newer members (and those who were to join the board later) were more a force towards promoting such re-appraisal than they were a group in opposition to the other trustees.

A statement of the presently-held position was written just prior to the beginning of the series so that the current views of the trustees would be stated clearly, both for the trustees' use and for presentation to those attending the forum series. In part, the statement read:

> Main sentiment now favors a private co-educational liberal arts and science institution of small optimum size (3,000?). Hopefully, it will aim to serve as a prototype to solve major problems of higher education. The Board begins the workshop favoring a college which emphasizes a faculty of fine teachers. There is a strong desire to keep down the cost of education; keep down administrative costs; increase the use of facilities; attract a first rate faculty; shorten the time of education; make maximum use of modern teaching devices; and attract able students.[1]

Assistance in planning and promoting the forum series was given by several groups and agencies. The Regional Association of South Cook-Will County Municipalities backed the series with publicity and urged its membership to attend. Local merchants cooperated by including mention of the series in their advertising. Volunteer help, more so than for any previous activity, was forthcoming. The local newspapers provided extensive coverage of each session and between sessions urged public attendance and support.

Six sessions were scheduled, all on Sunday evening and usually two weeks apart. High school auditoriums in South Suburban communities were leased for the gatherings. The first session was held on February 23, the last on

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[1] "Planning Sheet" for forum series, mimeographed just prior to the series.

May 10. More than 600 series tickets were sold, and this helped defray the expense both of speakers and of professionals hired to coordinate the series and to develop appropriate publicity.

The arrangements for the first five sessions included Sunday afternoon meetings of trustees and certain advisory committee members with the evening's speaker. These were followed by a private dinner and the public session. During the afternoon, the speaker was briefed on the development of the past several years in the attempt to found the college. Then the speaker outlined his topic for the evening session and answered questions raised by those present. The afternoon sessions allowed the trustees to focus their questions on matters of particular concern to themselves and, as well, provided a dress rehearsal for the evening's presentation.

At the evening sessions, the speaker made his presentation. He then was questioned by a panel, who occupied the stage with him and who were trustees and advisory committee members. After this, volunteers led "buzz" group sessions in separate areas of the auditorium with interested members of the audience. Notes were taken at these sessions and these notes provided a source both of evaluation and of future points for general discussion. A professional educator, skilled in conducting such general sessions as those of the forum, was hired to moderate the series.[1]

The speakers of the first five sessions, their topics, and their emphases were:

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[1] He later became a member of the Advisory Council.

#1 Dr. John Dyckman, University of California

"Educational Needs-National and Local"

The broad picture with respect to national educational needs and trends. Accent on economic and demographic factors and their impact on the nature and kinds of institutions of higher education. .

A Park Forest College volunteer outlined the local situation in similar terms.

Dr. Richard Browne of the Illinois Board of Higher Education outlined the state picture, the major problems, the proposed solutions, and possible areas for cooperation.

#2 Dr. John Dickhoff, University of Michigan

"Trends and Directions in Higher Educational Institutions in the United States"

Today's and tomorrow's college population. Changing roles of public and private colleges. Special areas for innovation. Problems of faculty.

#3 Dr. Benjamin Bloom, University of Chicago

"Considerations in Selecting and Developing a Curriculum"

Factors which determine curriculum. Cognitive and affective objectives and educational environments.

#4 Dr. Ralph Tyler, Center for the Advanced Study of the Behavioral Sciences

"Varying Paths Toward a Sound Education--Some Models"

Colleges and models which typify different kinds of curricula. Factors affecting the models. Different programs. Relationships between colleges.

#5 Dr. Cyril Houle, University of Chicago, and Mr. Thomas Parsons, Joint Youth Development Committee, Chicago

"The Totally Educative Community--Pre-College and Continuing Education"

Continuing education and the undergraduate program. College responsibility and community needs for continuing education. Model programs.

The community school concept. South Suburban possibilities and needs for community college idea.

The last session was entitled "South Suburban Town Meeting on Higher Education." Presented to the audience by the moderator was a summary of the ideas delivered by the several speakers and an outline of models that had been proposed. The audience then was divided into small discussion groups which were asked to "analyze and suggest answers or directions to questions and alternatives identified."[1] The last part of the final session was given over to reports from discussion groups, questioning of trustees, and general discussion.[2]

Attendance at the forum sessions varied from about 75 to 350. The later sessions saw dwindling attendance; though in terms of participation the smaller numbers were more responsive and undoubtedly represented the portion of the earlier turnouts who were most interested in the attempt to build the college. All trustees and a number of volunteers attended regularly, both afternoon and evening meetings. A majority of those attending indicated by their questions and responses that they not only had examined suggested readings, made available by the trustees, but also had read fairly extensively in the area of higher education. Some of those who attended the forum series mentioned that they had been active, as many as ten years before, in attempts to found a college in the South Suburban area or encourage an existing institution to establish a branch in the region. A number of groups--for example, the Illinois Education Association--appointed representatives to attend the series.

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[1] Directions given by the moderator to the audience.

[2] To guide discussions, the moderator usually suggested certain questions and points for the audience to consider in the small-group sessions. Sometimes these points were announced from the stage; sometimes the leaders of the "buzz" groups professed them to get discussion rolling.

At the final session, one of the forum co-chairmen outlined the immediate financial aspirations of the trustees. He indicated sums necessary for an initial staff, for a president, for curriculum study, and for the first phase of a building program. The need for community support of an active and continuing nature was stressed. He mentioned that pledges had been received and that indications pointed to considerable business and institutional support. But first something tangible had to be accomplished by the community. More than just land was necessary; the accumulation of working capital was demanded. Thousands in hand, it was stressed, could prompt the subsequent giving of many times that amount.

At the beginning of the first session, one of the trustees who had originated the effort, nearly seven years before, said to the audience in regard to the forum series:

> We've [the trustees] talked to each other too long about our problems. We've worked increasingly in our own vacuum. We have moved dangerously close toward assuming many things for which we

> had little or no mandate. Of course, you might well ask, mandate from whom? We'd like to answer, from you.[1]

To help frame that answer, the series moderator asked that the audience ponder four particular questions as the sessions progressed, promising that the trustees would do the same.

1. How do you feel about the general direction of the attempt?
2. What objectives ought to be added or included or eliminated?
3. Would you send your son or daughter to such an institution as we are discussing?
4. How can and will you help?

At the last forum session, May 10, 1964, the moderator presented to the Board of Trustees his summarization of the series. Drawing from the afternoon and evening sessions, from the speakers' presentations, from questions of the reacting panels and from the floor, and from the summaries of the "buzz" group sessions, he stated key points for consideration and outlined several models after which the college might be patterned.

Among key points for the trustees to consider were:

- an emphasis on preparing publicly responsive, socially alert graduates
- community involvement in the curriculum, both for undergraduates and adults
- a non-elite student body
- inclusion of values and attitude formation as part of the general aims of the curriculum
- sources of financial assistance and possible conflict with goals

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[1] Notes used by the speaker, February 23, 1964.

- the structuring of experimental programs and the formation of an innovative, prototypic curriculum

- the possibilities offered through private vs. public nature of the institution

- the length of the curriculum--whether two-year, four-year or five-year

- effective and efficient use of resources both in building and operation.[1]

- formation of a clear, concise restatement of convictions and goals.

Seven possible models which could encompass a number of the points described were then outlined by the moderator. These included:

1) A "typical" junior or community college, unselective, locally oriented;

2) An experimental junior college, selective, emphasizing individual pace and independent study, offering both general and liberal education, serving as a supplier to senior colleges, serving South Suburbia;

3) A "typical" four-year liberal arts college, moderately selective, common curriculum including pre-professional training;

4) A high-level, outstanding four-year liberal arts college, selective, national in appeal but serving especially the South Suburban area, high tuition, expensive to operate;[2]

5) A senior college, selective or not, drawing graduates from existing area junior colleges, last two years of college or including M.A. preparation;

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[1] This point is indicative perhaps of the suburban (middle-class) nature of the forum audience and the trustees and suggests the continual suburban reality of levy upon levy for schools and improvements.

[2] This resembles most closely the type of college the trustees had in mind from the beginning.

6) A "community" college, community as laboratory, as teaching facility, as recruiting resource and base of support;[1]

7) A college, either four- or five-year, whose curriculum is centered around a cooperative (work-study) plan, somewhat selective, considerable community involvement;

Various combinations of these models could of course be arranged, nor were other models impossible to derive. Using the points stated and the models sketched, the trustees set about to reconsider their views.[2]

Some recent information about potential financing also had to be considered. In January of 1964, the new chairman of the board had appointed a committee of trustees to consider proposals from fund-raising organizations. Later in January, the committee advised the trustees to accept an offer from one of the major firms to conduct, at no charge, a survey to determine the likelihood of financial support from the greater Chicago area. The offer was accepted, gratefully, and the survey was carried out.

The findings, based on selected interviews in both Chicago and the South Suburbs, were made available to the trustees while the forum series was in progress, and at the last public session one of the trustees presented to the audience a statement summarizing the survey's findings.[1]

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[1] The nature of the community college as discussed in the forum series seemed to conform quite closely to the following definition:

> Whatever form the community college takes, its purpose is educational service to the entire community, and this purpose requires of it a variety of functions and programs. It will provide college education for the youth of the community certainly, so as to remove geographic and economic barriers to educational opportunity and discover and develop individual talents at low cost and easy access. But in addition, the community college will serve as an active center of adult education. It will attempt to meet the total post-high school needs of its community.

See: President's Commission on Higher Education, Higher Education for Democracy, Vol. I: Establishing the Goals (New York: Harper and Brothers, 1947), pp. 67-68.

[2] The next section, "New Directions," takes up this theme again.

Many of those interviewed had been unaware of the attempt to found a new college--this despite considerable publicity during the previous several years. Almost universal agreement existed among those interviewed concerning the need for more college opportunity, especially in the South Suburbs. But potential support was found to be variable. For another Carleton, Oberlin, Dartmouth, or similar college, little enthusiasm was shown: such colleges now existed and a new institution could be years approaching their quality. For a new, an interesting, experimental, and challenging college, support was more likely. However, the report of the survey's findings stressed the difficulty of such a venture as that planned, stressed the necessity for a concrete statement of aims and plans, and warned that an all-out selective effort would be needed for eventual success. More public information would be necessary, as many potential donors contacted had not been aware of the effort.

Just prior to the last forum session, in May, the chairman of the board of trustees resigned. Business demands forced his decision. To replace him, the trustees elected the person who had during 1963 proposed the public forum series and who had served as its coordinator. He publicly was introduced as the new chairman at the last forum meeting.

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[1] The interviewing was based on techniques of stratified sampling. Large and small firms, foundations, and certain individuals were contacted.

Several other changes in board membership occurred during 1964, most of them during the spring. One of the original group who had joined in the earliest discussions and had helped organize the "Provisional Corporation" resigned. Business again was the cause. The executive vice-president, as had been mentioned earlier, had to resign his post as officer during March, but he remained a trustee. In November, another of the original group resigned because of a change in job assignment and a relocation. Also in November, a local business executive who had been a board member since 1963, but who had not been very active in the effort, resigned.

During the period March-May, 1964, four new trustees were elected. All were former members of the advisory council. Two of the four were women, the first to become trustees. Both were college graduates, married, and active in community affairs, especially those pertaining to education. Both had had several years experience in business. Their orientation was more towards a community college than towards an elite institution and they argued for consideration of a curriculum directed towards social service and community programs.

Another trustee was by profession a social psychologist. The director of research for a Midwest foundation, he had served on the Chicago Joint Youth Development Committee and held membership on several national, regional, and local commissions and social welfare groups. Formerly he had been a college professor.

The last trustee to be elected in 1964 was a member of a federal education agency. A Ph.D., he had taught in college and had experience as a college administrator. Like the social psychologist, he was a member of many professional associations and a frequent contributor to journals.

New Directions

In mid-April, while the forum series continued, a meeting of the trustees was held to which were invited two guests: the head of the firm that had completed the financial feasibility study, and a member of the staff of the North Central Association of Colleges and Secondary Schools. The guests were asked to listen as the trustees discussed the feedback from those forum sessions already held and to comment as they saw fit. During the meeting, three types of institution were defined as possibilities for Park Forest College: (1) a private institution with special programs and particular kinds of students, (2) a community school with private support, and (3) a community school with public support.[1] The guests provided their views on the desirability and feasibility of the types and related them to the recently-developed comprehensive plan for higher public education in Illinois.

As the discussion progressed, it was apparent that the trustees still favored a private institution. But there was difference of opinion about the desirability of a community college. The guests pointed out that the trustees' continuing commitment to a prototypic and independent college ruled out certain programs, certain possibilities, and that, in the words of one guest, "a line had to be drawn somewhere."[2] The meeting concluded with an agreement that members of the group would attempt to define more exactly the three types of institution so that precise comparison among them could be made. By such definition, views held among the trustees would become more apparent, and at subsequent meetings discussion could continue.

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[1] This meeting preceded the final forum session, at which seven models were sketched by the moderator. These models and the final session have been described earlier in this chapter.

[2] Notes taken by this writer, who attended the meeting described.

While statements and definitions were in preparation, the last forum session was held. Completion of the sessions allowed the board members to incorporate into their thinking the reactions and responses of those who had attended the sessions. To guide them further, they had available the outlines of the different types of institutions and the key points to be considered that the moderator had prepared and presented at the final session.[1] As a start, the directors composed a summary workshop of audience suggestions. Prepared in late May, 1964, this worksheet contained self-instructions to the board, which should:

a) (1) explore ways of making the curriculum and student experiences personally meaningful and relevant, (2) explore possible cooperative opportunities (work-study), (3) explore possible affiliation with existing institutions, (4) consider experimental curricula for students from other than the top intellectual or income groups, (5) consider as necessary the inclusion of extensive adult education opportunities.

b) The college should: (1) inculcate in its students a desire for continuous learning, (2) aim at preparing a self-governing, self-renewing graduate, (3) promote democratic values and orientation, (4) allow individuals to progress at their own best rate with few, if any, failures.

It was agreed that the first order of business would be to prepare a statement of objectives combined with a statement of purpose. To do so would enforce re-examination of the values and goals the trustees held in regard to higher education and, specifically, in regard to their intended college. It was further agreed that a statement of objectives, to be satisfactory, had to be drawn up in concise form and yet be comprehensive enough to define the characteristics desired of the institution's graduates, the values on which these characteristics were based, and the methods for attaining the desired characteristics. It is important to note a distinction between the statement desired and previous statements: formerly, such statements as were made had centered around programs and procedures the college might have; the statement to be written was to center around the student--a different starting point.

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[1] See the last pages of this chapter's preceding section for reference.

With seven years of effort behind them, with the results of the financial feasibility study to consider, with the responses of the forum series audience for guidance, with extensive readings in higher education as well as collective personal experience in a number of colleges and universities, with feedback from foundations, the community and business, and with their own changing views to examine--with all these factors and perhaps others, the trustees began developing a new statement of objectives and a new model for the intended college. In a number of evening meetings, which lasted often until midnight, drafts by individual trustees were considered, discussed, and rejected or revised. Point by point, proposals were examined. Meetings were lively; heated discussion was not uncommon. One trustee remarked to the author, during the summer of 1964, that he "spent more time discussing these matters on the phone with other trustees than in meetings, and there were plenty of meetings." Lines were not drawn among trustees; proponents for one point often disagreed with each other on the next point. Nor was it a matter of old trustees vs. new trustees; although the newer members were more vocal about social criteria than were the original trustees, whereas the latter tended to insist that discussions lead from work done before the forum series.

After several revisions, a statement was completed and, on June 27, 1964, accepted. Several hundred copies were printed following general agreement that the statement reflected both the desirable and the possible. By vote of the board on July 19, an addition to the statement was added, which spelled out in more detail certain features.

There follows much of the statement, though not in the same sequence as in the original form:

> The speed of social change requires higher education to take new steps to keep pace with new demands. A new [type of] college is required--a pioneering college, more a part of society than apart from it . . . fostering individual development, yet instilling in its students a keen sense of social responsibility based on commitment to our national heritage of social values and democratic participation.
>
> Our need increasingly is for men and women who can understand the nature of societal changes in the contemporary world and who can participate constructively in shaping these changes.
>
> Expanding capabilities for such creative participation is likely when a wealth of educational experience emphasizes social awareness and a solidly developed and personally meaningful philosophy.
>
> An institution offering this educational challenge must stand strongly for certain things. . . . that the development of a self-renewing, self-governing citizen is a worthy and a necessary goal to be pursued ardently. The curriculum and the faculty need to express this position through opportunity and action.
>
> A student who is to become an inquiring responsive member of society cannot be isolated from that society while attending college. . . . His knowledge and opinions will be tested as they develop; otherwise they are synthetic to him.
>
> Probably the most significant aspect of the college will be its emphasis on community involvement . . . . Every possible attempt will be made to involve civic leaders, government and business leaders--

both local and national--in the curriculum. To this effect, a variety of cooperative work-study programs will be implemented.

[the] college holds [that] its goals and programs should serve both [students] and adults in the community willing to benefit from its offerings.

The goals . . . are achieved through the curriculum . . . implemented by . . . a carefully selected faculty who can translate these aims into meaningful experiences, both in and out of the classroom.

In general, . . . learning will be more inductive than is commonly the case . . . [and] initiated as often as possible with students' own earnest questions--the kinds which usually can be formulated only as responses to concrete, personal experiences. . . . alignment of learning, observing, participating and understanding will bring rare vitality and urgency to our campus type of school.

Since students vary in ability andmotivation, the individual will be expected to move at his own best pace through various phases of the curriculum [including programmed courses] . . . . Close faculty attention will insure individual progress with no weakening of standards. Those students who intend graduate study will be well prepared for it.

A common requirement, assessed against all students, is the attainment of skill in communication. Another general requirement is an assimilation by the student of the broad spectrum of our social heritage, the historical, political, economic, humanistic, scientific and religious dimensions of our present culture. This will not be approached through separated areas of study but through integrated and flexible programs of study based on cooperative efforts by the faculty which will include experts from these several areas.

The college plans to derive every . . . advantage from its proximity to Chicago, one of the world's great cultural complexes, by using it as a Learning Laboratory.

Since normally the first two years of Liberal Arts studies are general in nature (distributive), the coordinated laboratory experiences (field trips) will be general and our students will be spectators and reporters. They will begin to comprehend the complexities of the urban community; its vast socio-economic differences, its many agencies of government, business and education, its problems and solutions, the energy and enterprise of its citizens, their rights and responsibilities. The meaningful participation its students carry in these off-campus assignments will be practical, occupational outlets for the concepts discussed in their courses. Close proximity of work and campus will permit continuing study, seminar scheduling, and counseling. To further broaden the students' understanding of the urban community and to prepare him better for a career, his work experience should be varied.

When the last half of college becomes specific in course direction, the laboratory experience will be, in the main, narrowed to

> specialization, to a work-study program, with placement in local industries and institutions. Cooperative programs with other colleges will help in this regard whenever they can best be arranged.
>
> The accomplishment of goals must be measurable in order to make evaluation possible; therefore, the success of Park Forest College must, to a considerable degree, be identifiable. Too many statements of principle and outlines of curriculum have little relevance to the actual program of education.
>
> Close faculty contact with the student will provide one opportunity for measure. A student body aware of the college's goals, of its "climate," will provide another. Close cooperation with members and agencies of society will provide still another. Evidences of the development of a self-governing, self-renewing potential graduate will be continuously sought by informal and formal means.
>
> The increasing attraction to the college of students who fit its intentions will indicate its eventual success as will alumni who become exemplars of its aims.[1]

Differences between this statement and the content of the 1963 brochure "Where Else Such Promise?" are readily apparent. The greater degree of specificity of the later writing, its emphasis on social goals and community action, the possibility of cooperation with other institutions--these and other differences reflect a substantial shift in the thinking of the trustees. More originality of plan is shown in the later statement although, as one trustee wrote in a letter in July, 1964, "we have not so much established totally new objectives for a college as melded together a number of existing aims into a new pattern." The college, as now planned, would be more prototypic through its incorporation of a number of existing concepts and operations into a total program than in its uniqueness according to particular aspects.

Copies of the statement were sent to the forum speakers, to selected business and foundation personnel, to certain educators and to members of the Advisory Council for their information and reaction. Comment generally was favorable, often enthusiastic. Constructive criticism was received from several to whom the statement had been sent.[1]

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[1] "Park Forest College, Statement of Objectives," June 27, 1964.

Using the statement for ammunition, the trustees set out to gain a number of educators and businessmen for the Advisory Council. They were successful in acquiring several capable persons. However, not many of the new members were able to participate regularly in the effort; instead, they reacted by letter or, in local cases, by telephone, to requests for assistance. One such request directed to them--and to others as well--was to nominate persons whose demonstrated educational goals and abilities marked them as potential presidential candidates. Several nominations were made and a file on prospects was set up for future use.

Tangible community service stemmed from the formation of the "Park Forest College Center for Graduate Studies," created by action of the board at its March 15, 1964, meeting. According to the minutes of the meeting, the mission of the Center was "to offer graduate credit courses" (recognized by school districts). The initial offering was a course entitled "Leadership in Community Action: The Community School Concept." Park Forest Elementary School District approved the course for in-service credit, and in the autumn of 1964 the course commenced with an enrollment of 28 local teachers. The instructor was the trustee-social psychologist, who had considerable experience in teaching such offerings. Employed as assistant instructors were two district principals.

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[1] For example, one educator with whom the chairman of the trustees had been corresponding, wrote in June, 1964, that "if I have any criticism, it is that you perhaps claim too much. My own tendency would be to state aims and hopes somewhat more modestly." He then exemplified what he meant and pointed out certain alternatives and options within the context of the statement. From several other educators similar detailed response was received. All, however,

A Promising Solution

Such matters as finance necessarily were given limited attention during the late spring and early summer months of 1964, which the board devoted to preparing the statement of objectives. But such matters could not long be ignored, especially finance. During 1964, expenses mounted; bills accumulated, and income, while received in varying amounts, was less than what was required. Pledges from several sources were received, but they were conditional: either they were payable when certain steps had been taken or they were earmarked for spec ial purposes--for example, scholarships. What was needed was more current operating money.

At the last forum session, the chairman of the trustees proposed to the audience as an immediate goal the raising of $100,000 to provide for the expenses of a president and his staff. Another goal stated was the acquisition of funds--hopefully from a foundation--for a curriculum study. Longer range goals included additional land, completion of the architectural planning, and the beginning of construction.

In mid-summer 1964, the chairman visited foundations and fund raisers in the East, principally in New York City. He found them definitely interested in the new concept of the college, but as before, they were reluctant to assist until more tangible progress had been made.

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found much they approved of in the statement.

A professor from the University of California sent a point-by-point commentary on the statement and proposed a number of alternatives and procedures to accomplish stated aims. In his conclusion, he wrote" Your memo is provocative." This sentiment could be said to sum up the general reaction.

In a September board meeting, the chairman proposed to the trustees that four alternatives be considered: (1) give up, (2) devote every effort to finding a sponsor who would make a grant sizeable enough to meet all immediate goals, (3) investigate possible affiliation with an existing institution, (4) continue on as best possible with patience and sustained effort.[1] Alternative 1 was rejected immediately. Alternative 2 was discussed and some effort was made: from a local businessman, an encouraging pledge was received but far from enough to accomplish the immediate goals desired. Alternative three was discussed in board meetings and a committee of trustees appointed to investigate its possibilities. Meanwhile, alternative four was adopted--or, more properly, continued.

The committee appointed to consider affiliation possibilities set about its task with zeal. Soon, it presented a suggestion that the board consider both the possibility of single affiliation and of cluster affiliation, which, stated the committee, described a situation in which two or more colleges would establish branches at the same location. Multiple institutions could function independently or in combination, each offering a particular emphasis or feature lacking in the others. Together they could offer a range of opportunities lacking in the typical single institution. Park Forest College could still come into being and develop according to its objectives; but at the same time, its students could avail themselves of offerings of the other institutions.

The trustees encouraged the committee to explore both single and multiple affiliation possibilities, but cautiously and discreetly. Names of colleges to contact were offered. To remove any suggestion that they were committed to raising a college that would be entirely local, either in source of students or in programs, the trustees voted to drop the words "of South Suburbia" from the title of the proposed institution and again use the name "Park Forest College."

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[1] "Minutes of Regular Meeting, Board of Trustees," September 3, 1964.

Meetings were arranged with officers of several institutions, including Shimer and Antioch Colleges, Illinois Institute of Technology, and Roosevelt University. These were selected for one or more of several reasons: (1) because they administered programs the trustees of Park Forest College admired, (2) because of prior or current contacts of one or more trustees with officers of these institutions, (3) because of their metropolitan Chicago location, (4) because of complementarity possibilities due to program accents of the institutions in question.[1]

Some interest was shown by all four institutions. Exploratory discussions indicated, however, that Roosevelt University seemed a better prospect for possible affiliation than the other institutions. Roosevelt was much committed to goals similar to those framed earlier in the year by the Park Forest College trustees.[2]

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[1] It should be remembered that talk of possible affiliation had taken place before 1964. As early as 1958, the possibility was mentioned; however, nothing was done. Also, see: "Minutes of Regular Meeting, Board of Trustees," September 25, 1964.

[2] Roosevelt University was founded in 1945 as an institution where no racial or religious barriers would prevent qualified candidates from obtaining an education. Known for some time as a poor man's school, Roosevelt's aims stress social service and community assistance. "Crusading idealism" is a phrase often used to describe the institution, whose direction, since the

In September, the members of the committee had a dinner meeting with the President of Roosevelt, the chairman of Roosevelt's Board of Trustees and the Dean of Faculty. During the evening's discussion, the Park Forest committee found that Roosevelt's goals were much akin to those the Park Forest trustees had framed in their recent statement of objectives.

Though Roosevelt had no cooperative program, the Roosevelt members present at the dinner expressed interest in this possibility. The notion of a "green-grass" campus in Park Forest was appealing. A cluster of colleges of which Roosevelt might be one unit was not disturbing, but it was pointed out to the Park Forest committee that much thought and planning would be necessary to avoid undue duplication of facilities and programs and to avoid an incompatible association of institutions whose aims might be alien to each other.

A report on the dinner meeting was made at the next regular board session of Park Forest College. Trustees were pleased to hear what had

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beginning, has been lodged more with the faculty than with the administration. In fact, several members of the faculty serve on the Roosevelt Board of Trustees.

Growth of Roosevelt has been rapid; by 1964, less than 20 years after the founding, enrollment reached 6,500. The student body consists largely of metropolitan commuters. However, a number of students come from outside Illinois, even from overseas, especially students in graduate programs.

Like many private schools, Roosevelt struggles for its dollars; touch-and-go has marked its growth and expansion. Yet in 1962 the institution became for a time debt-free--this in the face of continual expansion of programs, faculty and student body.

Roosevelt is located at one terminus of the Illinois Central commuter lines to the south suburbs of Chicago. Park Forest is near the other terminus. In between, along the commuter tracks, is the south metropolitan area, then the South Suburbs (including both the intermediate and peripheral zones described in Chapter II).

transpired. A cautionary note was injected by several trustees, who reminded the committee that enthusiasm over possible affiliation should be kept in check and any subsequent discussions should include emphasis on compatibility of goals. With possible affiliation in mind, however, the board listed as assets it could describe: "ideas, energy, plans, competence, land, office, staff, pledges, eight-year history of involvement and . . . contributors who can make a working team."[1]

Soon a joint committee was established to explore further the possibilities of affiliation. The chairman of the Park Forest trustees was named committee chairman and the Dean of Liberal Arts of Roosevelt was named chairman of the Roosevelt group. The committee's purpose was stated as:

> . . . to explore possibilities and develop recommendations for either a four-year liberal arts college or an association of cooperating colleges in the South Suburban area. A related purpose is to determine the present and potential resources of the two interested groups for the development of a collegiate institution in the area.[2]

At the second meeting of the new committee, the Roosevelt members summarized certain convictions that guided their institution:

A. Proprietary Interest: "[At] Roosevelt . . ., all feel a proprietary interest in every aspect of the University. Many professors financially support it. [The] faculty will decide the future of Roosevelt."

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[1] Notes taken by this writer at a September 25, 1964, trustees' luncheon held in Chicago.

[2] Minutes of the "Roosevelt University-Park Forest College Committee," October 8, 1964.

B. Community Commitment:	"There is a strong commitment to service to the community and the needs of the urban environment. They are equally student centered. Have had past interest in doing something worthwhile in suburban community."
C. Student Centered:	"Roosevelt is deeply committed to the culturally deprived student. This is reinforced by the general approach to students--a special concern for the student as an individual, the closeness of faculty to students, and the pride taken in counseling students to overcome obstacles. . . . The addition of more campus life is needed."[1]

At the same meeting, the Roosevelt committee members asked several questions of the Park Forest members.[2] The first question concerned the relationship to Roosevelt University of the proposed new college. Was the new institution to be Roosevelt University at Park Forest or an independent college which Roosevelt would help create?[3] In asking this question, the Roosevelt spokesmen made it clear that on their part the Roosevelt group felt that a new college, though affiliated with their institution, should contain certain innovations--work-study, and other programs not currently in effect at the parent institution. The Park Forest members replied that as long as desired innovations were attempted, an independent Park Forest College would not be required.

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[1] "Summary" of the meeting, by the secretary of the committee, October 22, 1964.

[2] "Minutes of Regular Meeting, Board of Trustees, Park Forest College," October 27, 1964.

[3] As the Park Forest committee members relayed to the Park Forest trustees the details of the joint meeting, so did the Roosevelt members report to persons at their institution. Thus, statements of position had to be made and clarified.

The next question concerned the proposed site. Assured that a deed for part of the land was in trust and that additional land might be obtained, Roosevelt members expressed satisfaction with the location, which they had toured.

The third question concerned the kind of help Park Forest College trustees could supply. This, they were told, would depend on what talents, resources, and energies were needed; further discussions were necessary. Cited however were the assets of Park Forest College that had been enumerated during the board meeting when the results of the first discussions with Roosevelt had been reported to the Park Forest trustees.[1]

Continued discussions during November and December covered several additional aspects. An eventual student body of about 2,000 was discussed. New scholarship funds would have to be developed in order to attract high-potential students, no matter what their socio-economic background. A community effort to complete construction funds that might come from government "and challenge-grant" sources would be needed. Extensive, sustained backing of the attempt by the South Suburban community would be necessary, of course; but while discussions continued and until such time as a decision might be reached, publicity was to be avoided.

Members of both groups were agreed that there were certain strong advantages to be offered in establishing an affiliate (or branch) of an existing institution not present in attempting to start a college from no established base. Capital funds could more easily be obtained; accreditation quite likely would come more rapidly; existing resources and faculty could hasten the establishment of new programs; and so on. While no guarantee of success could be made if the venture were to be undertaken jointly, nevertheless certain problems which had plagued the Park Forest sponsors for some time might more easily be resolved through a combination of resources, effort and experience.

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[1] See footnote 1, page 149.

A long-time wish of Roosevelt's for a residential campus was mentioned several times. A majority of Roosevelt's student body consists of juniors, seniors, and graduate students. Transfers from junior colleges make up a sizeable proportion of those entering the institution.[1] For some time, many of the faculty have desired an arrangement whereby a larger percentage of students might take their first two years of education at Roosevelt. A residential college, properly endowed, could resolve the problem.

A new college was seen by Roosevelt committee members as offering opportunity for innovations and experimental arrangements. With, for example, a new two-year general education program, under-classmen, recruited both locally and nationally, could spent the first two years on a suburban, sylvan campus, then split time between the suburban and metropolitan campuses, or, for certain programs, transfer to the downtown campus. Dormitories on each campus could accommodate transferring residential students. A fuller student life would be possible with such arrangements.[1]

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[1] Present students, the Park Forest trustees were told, range from lower-lower to upper-upper in socio-economic background. A majority of students work, some full-time. Yet about 10 per cent make the Dean's List of honor students.

A new four-year liberal arts program was seen as having much appeal for students intending to specialize later, in graduate school. Also, a residential college would allow for experimental work in many areas of graduate education; for example, education programs might maintain a pre-kindergarten lab school in both suburbs and city.

It was suggested that the new institution might exist without departments; instead, there could be a divisional structure in which a program of study might be synthesized from many subjects. Categories of subjects would be based less on traditional content breakdowns than on current societal demands and expectations. Community activity would provide impetus for curricular organization.[2]

From meetings of the joint committee there emerged certain task areas. A curriculum study, hopefully funded by a foundation, seemed indicated if affiliation took place. A facilities study would be needed, and perhaps a management study. New plans for fund-raising would have to be made; previous work done by the Park Forest trustees would need re-examination. All agreed that an adult education program should be planned and begun as soon as possible, so that Roosevelt could make its presence felt in the South Suburban area.

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[1] The current "campus," like that of many city universities, consists of a mid-metropolitan skyscraper.

[2] The core curriculum and the social approach to educational content and method have flourished, at various times and locations, in the lower schools but less often in colleges.

It was decided that the Roosevelt group would draft a proposal which, after acceptance by the joint committee, would be presented in turn to the Roosevelt University Administrative Council, then to the Executive Committee of the Roosevelt Board of Trustees, then to the Roosevelt Faculty Senate and, ultimately, to the Board of Trustees, assuming favorable response at each stage. The proposal would outline the position and recommendations of the joint Park Forest-Roosevelt committee.

A tentative draft of the joint proposal was completed in late December, 1964. After approval by Park Forest College trustees, it was started through channels at Roosevelt University. "Floor manager" of the proposal was the senior faculty member--a dean--of the Roosevelt group on the joint committee.

Entitled "Proposal for Establishing a College in the South Suburban Area (Tentative Draft)," the statement began with a review of steps taken to date. It continued with: "The Roosevelt representatives have been impressed with the exploratory work, as well as the enthusiasm and dedication, of the Park Forest group and believe that the time has come to seek administrative guidance and approval." Preceding a list of certain conditions, came the recommendation that: "Roosevelt University should give serious consideration to the establishment of a four-year liberal arts college in the South Suburban area."

The conditions were four:

I. Funding: The cooperation of the Park Forest College Board" is necessary in working out a realistic funding of the new college." The initial funding should come from the community as a display of local support; then national and foundation sources could be approached; Roosevelt would accept responsibility for such petitions. A more general feasibility study than that provided in early 1964 for Park Forest College would be needed, on both local and national levels.

II. Kind of Institution: The new college would be a four-year residential liberal arts college with students "from both the local community and the nation." It would be suburban and joined by the Illinois Central Railroad to the established urban university " in the heart of Chicago."

The new college would "encourage excellence without creating an intellectual elite." It "should emphasize the broad study of humanities" and have a divisional, not departmental structure. Though innovative, the new college should allow for transfer in or out without difficulty; "indeed, planning . . . should give consideration to the development of a program of cooperative study in various institutions."

The primary aim "should be to develop students who are flexible, innovative, and questioning, with a keen sense of social responsibility based on a commitment to our national heritage of social values and democratic participation." Students should have implanted in them " a sense of the value of their efforts and a desire to pursue things about which they have deep conviction." Recognition that the new college have a commitment to students that "will be living in the twenty-first century" must be held. A curriculum study to determine methods of achieving these objectives would be demanded.

III. Additional Studies: At least two would be called for: (1) a facilities study "to develop architectural and land-use plans that will incorporate recent developments in such things as classroom and library equipment and layout, student housing, faculty housing," and so on, (2) a management study to develop a plan for coordinating the "administrative and fiscal machinery of Roosevelt University and the Park Forest College Board" and for planning an appropriate administrative and fiscal policy for operating the proposed college.

IV. Adult Education and Extension Courses: "To meet the current interests of the community and to provide a concrete project that can capture the enthusiasm of the community," . . . Roosevelt . . . [should] set up continuing education program for the South Suburban area to begin in the spring 1965 semester.

So matters stood at the close of 1964. Discussions with Roosevelt personnel were taking place and though no commitment had been made on the part of either party, considerable optimism marked the meetings being conducted. The Roosevelt members of the joint committee reported that they had sounded out other faculty members and certain administrators in their institution and that reactions were favorable to a serious consideration of establishing a South Suburban campus with a distinct identity of its own and with a number of innovative programs and features. In preparation by the Roosevelt committee members was a detailed presentation to be made to that institution's administration, faculty, and trustees early in 1965.

At the end of December, 1964, the chairman of the Park Forest College trustees sent a year-end message to all past supporters of the attempt to found Park Forest College. In the message, he reviewed outstanding developments of the year, including: the forum series; the new statement of objectives; possible alliance with a "like-minded institution (unnamed); initiation of the college's first course ("The Community School Concept") and the plans for beginning two more; and new appointments to the board and to the advisory council. The message concluded: "We look forward to your continued help and encouragement in the founding of a significant institution of higher learning."

Summary

The year 1964 was one of significant change. A public forum series provided the focus for an examination and discussion of aims and objectives and resulted in a new statement of purpose containing a much modified and more precise set of objectives. During the year, several new trustees joined the board, and the Advisory Council was expanded. Financial support was forthcoming but no concerted effort to acquire a substantial amount of support was mounted. Lack of funds made it impossible for the trustees to proceed according to schedules they had designed. A promising solution to overcoming the obstacles faced while yet accomplishing the aims intended appeared to be affiliation with a like-minded institution.

The trustees appointed during 1964 (and 1963) shared many of the same motivations of earlier trustees. Like those they joined, they felt that the

South Suburbs needed a college to serve the area. They felt, too, that a college different in many ways from existing four-year institutions was required, a college that could better prepare students for today's and tomorrow's demands. They wanted an institution that would be innovative and that would provide a model for other suburban areas.

But a difference of degree in terms of social motivation marked the newer trustees. They were more inclined to announce their intention of working to establish a school that would serve the community by improving its social and economic conditions and that would prepare graduates whose career orientation might lie along these lines.

Put another way, most of the newer trustees were more inclined than the others to speak of their reasons for working to build the college in terms of immediate social betterment, in terms of developing an agency to work directly and specifically towards overcoming social inequalities. As one new member phrased it, "my reason for getting involved is to see what I can do towards helping build a college that might really do some good in the here and now; this is intellectually challenging to me." Said another, "my college experience made me a better person in a number of ways, I suppose, but I'm not sure it made me a more sensitive member of society." And for the first time, in 1964, the newer trustees comprised the majority membership on the board.

The trustees could, during 1963-1964, be placed into two different groups: those who might be called "business-trustees" and all others. The "business trustees" included the college's executive vice-president, a Chicago business executive, and a Park Forest businessman. These three men had several things in common: none was a college graduate (at least before retirement, as in the case of the executive vice-president); each was highly successful in his field (among them, they held patents, had pioneered merchandising techniques, etc.); each was well-known for innovative approaches; and all were financial supporters of the new college. It might be added that each man was in a generation once removed from that of the other trustees. Significant, too, is the number(and level)of community programs to which this group had provided leadership. Busy men, they were for the most part unable to participate actively in the effort, and this was unfortunate for it meant that the most active trustees did not include those members whose business contacts and financial influence were greatest.

Increasingly, during 1963-1964, structure became more formalized. Committees were formed to expedite necessary tasks, including the executive committee and, late in 1964, the joint Park Forest College-Roosevelt University committee. Increased board membership necessitated longer meetings, and expanded activity demanded carefully planned agendas and resultant extensive minutes.

The creation of the post of executive vice-president, the formation of the Advisory Council, general expansion in the number and scope of committees, and the creation of two "centers" all imposed more organizational structure than had existed before. For a time, it seemed that each major new task resulted in another committee, but often the committees were of paper being. Tasks frequently were accomplished by one or two trustees or volunteers, less frequently by committees as a whole. "Ad hoc" rather than standing committees commonly were the case for particular assignments.

Organization of volunteer work became more pronounced in 1963-64 than before. Tasks were expanding and an occasional all-out effort such as the forum series demanded efficient, non-overlapping action. The part-time office manager's March, 1964, list of volunteer assignments included the following categories: accounting, coordination, filing, History-scrapbook, History-written, mailings, record keeping, tickets.

By way of summary, the following quote delineates the structure and organizational role towards which the trustee group was moving rapidly by 1964:

> As autonomous groups become larger they tend to introduce formal structure, with roles defined, written constitutions, membership lists, and often a formal alliance with some state or federal organization with similar interests. These groups are often referred to as special interest groups, voluntary associations, or formal organizations. They operate in the community structure to supplement the functions of institutions and to meet needs created by change to which institutions may not adjust. They become one of the channels through which action may be taken most frequently by the community as a whole, splintered as it is by jurisdictions and legal districts which are not coterminous.[1]

The 1963 brochure "Where Else Such Promise?" proposed a quality college with rigorous entrance standards resembling "those set by such demanding institutions as M.I.T., Harvard, Carleton, and Brandeis." Its course work would be "of quality and standards comparable . . . with the work required in such colleges and universities as those named . . . ." Its students would "seek, and be willing to assume, differing points of view; . . . become morally disciplined and intellectually rigorous; . . . emerge mature men and women. . . ."[1] A flexible curriculum, the most modern and effective teaching methods and aids, the best in library facilities, superior teaching--these and other means were to insure accomplishment of these aims. A prestige college combining the most modern of methods with time-honored academic goals was the desired model. Innovations in design, programming, financing--in short, with means, not goals--would signify the institution. While not ignored, the aims of the college, its philosophy of being, were given less attention than its physical and operational characteristics.

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[1] Lowry Nelson, Charles E. Ramsey, and Coolie Verner, Community Structure and Change (New York: The Macmillan Company, 1960), p. 235.

This image of a desirable college stemmed from several sources. The trustees felt that such an institution had in the past proved itself productive of the best college graduates. And many of the trustees were familiar with such an institution, either from attendance or association. To the trustees, such an institution fitted the view they felt Park Foresters and neighboring suburbanites held of the ideal college. Nor, in their limited earlier discussions with members and groups of the South Suburban area, had they received many discouraging reactions to their proposal for such a college--except, as has been explained, a number of persons contacted felt there existed already an abundance of such "prestige" institutions and that a new one would be years in achieving comparable status.

Nevertheless, it was the purpose of the forum series to force a public re-examination of ideas held; the series and its consequent "feedback" did this. The "feedback," coupled with changing views of original trustees, with commitments of new trustees, and with reluctance on the part of potential donors to subscribe to "another prestige institution" resulted in a new set of objectives, in a new emphasis.

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[1] "Where Else Such Promise?", passim.

Stated more in terms of the student than in terms of broad aims or subject competency, the new emphasis was on the preparation of socially aware, self-governing graduates. Value and attitude formation were seen as primary goals; meaningful social experiences--cooperative work plans, for example--would form part of the requirements. Inter-disciplinary courses, yet including thorough grounding in basic requirements and in communication skills, would permeate the curriculum, with which continuous experimentation and evaluation would take place.

A non-elite student body would be solicited; still, students would have to possess considerable measure of academic potential. Extensive involvement with the local community was expected; adult programs would provide a major focus of such attention.

During 1963-64, the trustees were alternately elated and disappointed with progress towards their goal. Title to part of the proposed site was placed in escrow in 1963 with an assurance that the rest would be available upon a certain stage of progress. A membership drive and the forum series produced some operating capital, not enough, however, to accomplish desired immediate goals: budgets were drawn up, adopted, then revised and re-drawn throughout 1963-64. Several substantial pledges were received, but these were earmarked for specific usage and therefore could not satisfy current needs.

The feasibility study showed that local support for "just another good college" would be hard to attain. But for a new, exciting, prototypic institution, support could be mustered, though as anticipated, it would prove difficult, time-consuming and would demand the right approach by appropriate contact persons. Visits to foundations during 1964 by the new chairman of trustees indicated, as before, that such sources could be profitably approached only when material progress had been made through concerted local initiative.

Against this dual background of encouragement and limitation, the trustees began discussions with other institutions about possible affiliation. An existing institution's presence and demonstrated survival capacity could overcome reluctance of potential investors to back an unproved plan. By the end of 1964, a particular institution whose purpose and aims were markedly similar to those desired for Park Forest College had been identified for possible affiliation and negotiations were positively and encouragingly underway.

Though the formal coverage of events terminates with the year 1964, an occurrence of significance took place about the time this writer was completing the final draft of his study. Thus this "post-summary" to Chapter V has been added. What follows is quoted from the April 25, 1965 (Sunday), issue of the Park Forest Star, whose headline for the day was "Report New Progress in Village College Plan."

> The possibility of establishing a new four-year college in Park Forest received added impetus Friday with an announcement by Roosevelt University that it is authorizing negotiations for a branch college in the village.
>
> The announcement by Roosevelt's board of trustees said acting university president . . . has been authorized 'to make feasibility studies and negotiate agreements for submission to the board.'
>
> The authorization came after [the president] recommended to the board the establishment of a four-year . . . college in the south

suburban area. . . .

The university's administrative council and the board's executive committee already have made preliminary and exploratory moves after an original proposal by the Park Forest college board of trustees.

The original proposal came after several years of studies resulted in plans for what the Park Forest group termed 'a bold, new approach in a liberal arts institution.' After finding it difficult to found a new institution, the supporters of the plan began exploring the possibility of co-operating with an established institution. . . .

Commenting on the situation, Park Forest [village] president . . . said the village has always recognised the educational needs of its citizens of all ages.

Establishment of a college, whether private or public, would reflect this continuing interest, . . . said, in emphasizing he is 'very much for' the general idea.

CHAPTER VI

FINDINGS AND INFERENCES

This case study of the initial stages of an attempt by a volunteer group to create a new college in suburbia was undertaken with the hope of revealing the scope of the plans, decisions, and actions that are involved in the early, and determining, years of such an effort. In addition, it was the author's intention to analyze the type of sponsors who undertook such an attempt, to determine their motivations, and to identify both the resources they were able to command and the nature of the obstacles they encountered. The thesis underlying the study was that during the early stages of such an effort, the range of planning and activity indicative of potential success or failure of the attempt would be encountered and that so general would be this range, it would comprehend that to be encountered by other groups who might undertake similar efforts.

Previous chapters of the report trace and comment on the effort from its beginning to the close of 1964. These chapters, including the one on the community setting, provide the basis for the findings, the inferences and recommendations, and the implications for further study which constitute the sections of the present chapter.

Findings

Sponsors of the Attempt

Progress to date towards the founding of a new, private college in South Suburbia stems directly from the efforts of an identifiable, highly motivated group of citizens who have given generously of their time and resources. The key individuals in this group are typical of their community according to commonly employed variables denoting social class, but they are somewhat different from their neighbors according to other describable variables.

If "sponsor" is defined to include those persons who to date have provided some measure of support to the attempt, five categories of sponsors can be established: (1) general volunteers, (2) advisors, (3) committees, (4) nominal directors and trustees, and (5) functional directors and trustees. This order represents the writer's assessment of the relative importance to the effort of each category and indicates rather closely, in ascending order, the relative involvement of the individuals included in the categories.[1]

Categories of volunteers

(1) General volunteers comprise the largest and most diversified grouping among the categories. They include those persons, necessary to any such attempt as that under discussion, who at one time or another advance

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[1] Some individuals, over time, belonged to more than a single category; for example, certain volunteers became members of the Advisory Council and, in turn, trustees.

needed funds, time, or skills. The involvement of general volunteers has ranged from an hour's service to continued assistance over a period of several years. Several persons among this grouping accepted definite assignments--e.g., bookkeeping--and these few individuals provided much-needed help; their contributions, largely of time, freed trustees for other, more critical activity.

(2) Advisors for the most part were solicited directly by the trustees to provide counsel for particular aspects of the attempt--for example, financing and program planning. Advisors have been specialists whose known competencies identified them as desirable assistants in the effort. They represent the most diversified membership of any category including, as they have, educators, foundation officials, businessmen and others.

The Advisory Council has proved to be an effective organization. From its membership came several trustees including the current chairman of the board. Generally speaking, the members of the Advisory Council have been among the most active supporters of the effort, during their relatively new capacity. Of much importance has been their provision of an at-hand group with whom trustees have been able to discuss certain matters and by so doing gain opinions and suggestions from persons whose views were not tempered by constant association and discussion within a more restricted group.

(3) Committees have been relatively undiversified in membership. For the most part, they have included one or more directors or trustees (and the most active and most productive committees more often than not have been headed by or inclusive of trustees). Of necessity, committee members have been

mostly from Park Forest and neighboring suburbs, although a few members have come from Chicago.

(4) Nominal directors are held to be those whose participation and leadership have been quite limited.[1] Few times have they been able to attend board meetings or actively serve on committees assigned them. Average tenure on the board among members in this category, which to date have constituted about one-third of total board membership, has been shorter than that of the functional trustees.

Because of a few of the nominal directors, the group has been very important to the continuation of the attempt; there are three reasons for this: financial support, encouragement, and prestige.[2] From several of these trustees came badly needed operating funds at critical periods in the effort as well as pledges of future support. Their encouragement helped sustain the efforts of other sponsors. Certain nominal directors are highly successful entrepreneurs with widespread business, social, and, to a degree, political contacts. Their serving as directors loaned a measure of prestige, of endorsement, to the effort.

(5) Functional directors include: the group formed from the membership of Idea Clinic, who began the effort; the five men who formed the

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[1] But not, as will be explained, their financial participation, in all cases.

[2] The former executive vice-president of the college is considered to be in this group after his resignation as a full-time official. Before then, he is placed among functional directors.

provisional corporation; and a majority of the trustees appointed after Park Forest College officially became incorporated. Length of their service has varied. Some were active for less than a year; other have served continuously since their appointment, including two of the original group and a majority of the 1960 incorporators. What distinguishes these directors is the degree of their service. They are the individuals who have given time, resources, direction, and continual enthusiasm to the venture. What has occurred derives largely from their efforts.

Characteristics of the functional directors

To characterize the functional trustees, it is necessary to compare them with an identifiable group conceded to possess certain characteristics.[1] South Suburbia includes such a wide spectrum of communities and social classes that a "typical" South Suburbanite cannot logically be abstracted. Though Park Forest is a relatively homogeneous community, not all the functional trustees have come from there, and comparison of them to what seems to constitute a modal Park Forester would be inappropriate. Instead, since nearly all the trustees in question can be designated as middle-class suburbanites, as assessed both by themselves and by criteria commonly accepted by sociologists--e.g., education, residence, occupation, and income--it would seem appropriate thus to compare them. This comparison is justified further by noting that all the trustees here considered are from communities more alike than different.

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[1] In this description of the functional trustees, the executive vice-president is not included. As explained, he was not typical of the group.

This would be expected, for

> A tremendous amount of evidence has been compiled showing that participants in large formal [and, this writer assumes, semi-formal] organizations come mainly from middle and higher status groupings. Compared to non participants, the members and those who attend meetings in large formal organizations have a higher educational attainment, have higher incomes, come from white . . . [not] blue collar jobs, and have a higher level of living. . . .
>
> Participation in formal associations is generally low for young adults, increasing sharply in the late twenties and early thirties, remaining fairly constant to about age 50, ...
>
> Married persons are generally more active participants than single people. Parents of school age children are generally more active than any other group.[1]

Furthermore,

> The urban and suburban upper-middle class share many more significant characteristics between them than either shares with the working class. The similarities in their views of education, political ideology, family organization, religion, and life style in general are far more numerous than the differences.[2]

When compared to "typical middle-class suburbanites, the functional directors (trustees) are not notably different as concerns residence, occupation, and income. They are somewhat distinct, however, in terms of education: all hold the B.A. and more than half, an advanced degree. And nearly all the wives (or husbands) are college graduates; further, a number taught in college at one time or another. There are certain characteristics, though, that seem to identify this particular group of trustees as different from "typical" suburbanites.

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[1] Lowry Nelson, Charles E. Ramsey, and Coolie Verner, Community Structure and Change (New York: The Macmillan Company, 1960), pp. 252-54.

[2] William M. Dobriner, Class in Suburbia (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 59.

Their current residence is viewed not so much as another way-stop as quite possibly a permanent site. Social roots are down and well anchored. Considering the average suburban population turnover, the group has been quite stable. One trustee said to this writer: "we have been through the mill long enough and often enough to consider permanency a virtue, not a sign of failure."

Family stability is apparent. Of the dozen or so members in this group, none has been divorced; all have children, and all seem to take a keen interest in what their children do and think. The most common complaint registered during discussion was not delay in accomplishing the venture but time taken from family life.

The group as a whole appears to be somewhat less religious than "typical" middle-class suburbanites, at least in formal expression. It is more accurate perhaps to say that activity aimed at positive social goals signalizes these trustees. Their values have matured over time and seem fixed, not transient. Certainly, a measure of social idealism is apparent.

Participation of these trustees commonly is in projects and organizations with community aims and goals, much more so than in purely "social" groups or orders. Their membership is selective and usually has resulted in some measure of leadership responsibility. Active participation not passive endorsement of organizations, projects, or causes seems to be the expectation of members of this group.

Differences, then, that distinguish the group and individuate its members from a majority of their suburban neighbors are differences more of degree than of kind. As a group, the functional directors are characterized by community permanence, family stability, commitment to active support of education; a well-developed, expressible sense of social values; and active, selective participation in what is viewed as conscionable effort to remedy existing social lacks.

Motivations of the functional directors

Several reasons for becoming involved in the attempt have been advanced by the functional directors. In addition, several other reasons seem to apply.[1] These motivations can be classified as "idealistic" or "self-satisfying." The distinction between the two categories depends on the apparent degree of personal satisfaction or advantage suggested by the particular motivation.

Idealistic motivations include the following reasons for joining the effort: lack of present facilities in South Suburbia; the desire to see created a private institution in the face of an opposite trend; the desire to help formulate an innovative program and method of operation; the desire to create an institution whose program would include attention to community improvement and social responsibility; and general improvement of the community which establishment of a college would help accomplish.

Working to help overcome the lack in South Suburbia of institutions offering a four-year college program was the most often expressed reasons for joining the effort. Expressed almost as frequently was dissatisfaction with the relative increase nationally of public institutions. A general dissatisfaction held was with the aims and curriculum content of the typical college, which suggested to the principal sponsors mass production, detachment of students from professors and among themselves, inflexibility, and resistance to experimentation and change. Nor, was it felt, did the typical college place enough accent on course content reflective of today's present and tomorrow's expected demands, on integrated curricular offerings, and on available yet often untried methods, techniques, and mechanical aids to teaching and learning. Sound financial management of resources would also be a challenging task; here, too, new approaches would be sought.

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[1] The reasons listed apply also to others than the functional directors, in varying degree and number.

The opportunity to satisfy identified social needs through cooperative programs involving segments and institutions of the community was mentioned frequently as providing motivation. The intended college was seen as both an educational institution and as a social agency whose mission, in part, would be the betterment of the area that it served. The directors, especially those from Park Forest, viewed the college as enhancing the appeal of the community in which it would be located. In their view the level of a community, indeed of an area, is raised in the eyes of both its citizens and outsiders with the establishment of a college.

Self-satisfying motivations include: personal challenge; the view held of one's self; and, related to self-view, prestige. Personal challenge often was mentioned as a reason for joining the effort. One director phrased it this way: "I wanted to see if I could help bring into existence something so badly needed." As well, the chance to apply one's special training or talents in a new direction was appealing.

To see oneself as creative, as innovative, is a satisfying view. To have the opportunity to help structure an innovative, socially desirable institution that demands from its sponsors the development of non-traditional methods and concepts offers a strong challenge to certain persons. This motivation characterized the most active supporters of the first stages of the attempt and helped sustain their efforts over consecutive months and years. Had the goal they set for themselves been more pedestrian, it is doubtful whether so many busy people would so long have given time and resources to the task.

Finally, more social renown accrues to a college trustee than to, say, the chairman of a PTA committee. Association with an effort to raise a college is more approvable than connection with a community fund-raising drive. For some trustees, prestige undoubtedly provided a degree of motivation.

Organization

As the attempt to found a new college continued, successive stages were characterized by increased organizational structure, but in practice, both leadership and operating procedures were relatively informal.

Structure and operations

With each successive year, the degree of stated formal structure has increased--through the formation of committees, the assignment of responsibilities, the creation of role-positions, and so on. But in practice, there has only been a limited degree of operational formalism. This is the expectation one would hold for the development of similar ventures by other groups.

According to Chapin, new social institutions emerge, through the process of institutionalization, from a voluntary association and then, of necessity, develop along certain lines.[1]

> A group of citizens meets informally to consider a problem. Soon, a chairman is selected. The problem becomes segmented; committees are formed.
>
> Conferences occur; interested parties' assistance is solicited. A part-time secretary is obtained. Office space, equipment, and supplies are gathered.
>
> The effort is systematized; dues and membership requirements become established. A constitution and by-laws are adopted. The organization incorporates and becomes a legal entity. A full line of officers is determined and chosen.
>
> Funds accumulate; a treasurer is appointed; audits are required. Space needs grow; full-time assistance is needed--more equipment, more supplies.
>
> Vested interests are manifested. Bureaucracy becomes evident. Job perpetuation becomes an aim. Committees enlarge. Communication becomes complex.

To a considerable degree this outline summarizes the development to date of Park Forest College. Informal meetings of a discussion group centered on a particular problem, which became segmented, and committees were formed. Assistance was solicited. A constitution and by-laws were adopted, and incorporation followed. Formal roles, i.e., officers, were established and occupied. But since the intent of the trustees is to create an institution to serve others, vested interests and concomitant bureaucracy have not developed into a principal aim.

Notable is the limited degree of operational formalism that has marked the attempt. The work "operational" is key. On paper, there has developed a high degree of formality: rules, by-laws, committees, task identifications, and so on have been defined both for directors and volunteers.

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[1] What is given is a condensation of Chapin's presentation. See: Stuart F. Chapin, "Social Institutions and Voluntary Association," Review of Sociology, ed. Joseph B. Gittler (New York: John Wiley & Sons, Inc., 1957), 261-64.

Especially have committees been formed over the years; at times there have been almost as many standing committees as there have been directors and Advisory Council members combined. But not uncommonly once the urge for formal procedure was satisfied by appointment of a special group to complete a task, informal procedures took over.

There have been reasons for this method of operation. Limited time, urgency, deadlines, the ability and willingness of various directors and volunteers to interchange tasks, and the occasional inability or unwillingness of directors to perform assigned tasks--these among other factors have promoted informality of procedure and action. Without this informality, this flexibility, the early stages of the effort might well have been the final stages.

From time to time, various directors' and trustees' voices have been raised against what some saw as too undefined a mode of procedure. Yet urgency in getting things done in the face of obstacles, including the lack of time and the continuing financial problem, forced even these trustees frequently to act more by necessity than by formalized process. Undoubtedly the continued presence of a full-time experienced staff would have made considerable difference in the method of operation and in assignment and accomplishment of tasks; more routine would have been effected.

Leadership

Functional directors have provided the effort's leadership and such leadership has been as much by group action and decision as by individual initiative.[1] The chairmen of trustees (and before formation of the trustees, the president of the directors), inevitably the most active directors, have provided a greater degree of administrative and organizational control than any others; consequently, they have made more decisions than anyone else. But most of the important issues have been decided by vote, after discussion. Examination of the minutes shows that proposals originated with many individual trustees, members of committees, and persons on the Advisory Council.

In point of fact, it is difficult to assess relative degree of individual leadership exerted. The author has talked at length with nearly all the persons classified as functional trustees and solicited their views regarding the effort's leadership. A majority viewed it as stemming from the group, democratically, though some felt that certain individuals, especially the chairmen, occasionally had exerted undue influence.

The very nature of a volunteer effort argues against the emergence of strong, or authoritarian leadership; such could well result in the withdrawal of many of the volunteers, whose only obligation to duty is self-imposed. Yet volunteer efforts, because of the typical part-time, relatively unstructured activity of their participants, demand imaginative, capable, and often strong, leadership. In the case under discussion, for example, several times undue discussion and prolongation of decision-making occurred for lack of a recognized, accepted arbiter. What the solution to this vexing situation, typical of volunteer efforts, may be, the author does not know. Possibly it is something that has to be worked out in each situation according to the factors and personalities involved.

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[1] Leadership is here considered as promoting ideas, plans, concepts, or programs and by logic, argument, force of personality, or whatever suasion the gaining for them the active support and effort of others. Completion of prescribed tasks is something else again.

Modification of Plans and Purposes

The plans for the proposed college and the purposes and aims held for it were altered over time through the introduction of new views as additional sponsors joined the attempt, through the encountering of certain obstacles, and through community feedback stemming from public meetings and discussions.

From the first tentative discussions, it was the sponsors' intention to develop a college that would depart from typical institutions of higher education in a number of ways. There would have been full agreement with Goodman that

> . . . there are 1,900 colleges and universities; at least several hundred of these have managed to collect faculties that include many learned and creative adults who are free to teach what they please; all 1,900 are centers of lively and promising youth. Yet one could not name ten that strongly stand for anything peculiar to themselves, peculiarly wise, radical, experimental, or even peculiarly dangerous, stupid or licentious. It is astounding! that there should be so many self-governing communities, yet so much conformity to the national norm.[1]

The sponsors intended to create a college whose structure, programs, and operation could serve not only to satisfy certain needs but also as a prototype to other suburban areas.

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[1] Paul Goodman, The Community of Scholars (New York: Random House, 1962), pp. 6-7.

Yet the first statements made suggested as much conformity to as departure from a number of existing schools. For several years, the proposed new college was described as an "Ivy League" school; in fact, several existing schools were cited as exemplars. However, it was expected that what elsewhere was being done would, in the new institution, be done more effectively, more creatively, through the employment of new techniques and methods, both proven and experimental. It was in design, equipment, projected methods of financing, and operation, that innovations were most evident in earlier statements.

Towards mid-1964, a new statement of purpose and objectives appeared. A philosophical commitment was expressed against which programs and procedures could in considerable measure be judged and evaluated. A strong social emphasis was reflected. While not minimizing traditional content, the curriculum would stress communication skill and attitude formation. Close community contacts would constitute a major focus of student and faculty attention.

The influences which shaped earlier statements had included such factors as: sponsors' college, and in some cases college teaching, experiences; contact with graduates and personnel of different institutions; readings; opinions; assumed educational expectations of South Suburbanites; and so on. The influences which prompted changed statements of purpose and aims--as well as modifications of plans for building, size of student body, financial requirements, and other aspects--were not so much fixed as they were "developing" influences. They became recognized and exerted their effect as the attempt progressed. And, generally, most of these influences, when their impact became recognized, marked a turning point of one kind or another in the effort.

Among developing influences, several stand out clearly. First was the addition to the board of trustees of several new members whose preference was not so much for a school in which innovations would be in structure and in operations as for one that would be innovative in curriculum and in purposes and aims, with an emphasis on service and community involvement. These newer trustees helped promote a re-examination of goals.

Second, lack of success in overcoming certain obstacles was influential in causing plans and schedules to be reformulated, or in some instances, shelved or abandoned. Next, the public meetings, particularly the forum series held by the sponsors provoked reactions from members of the community. Trustees learned that they were only partially accurate in their assumptions about what many members of the community wanted, and would work to support, in a new college. This feedback helped occasion changed plans and aims.

Another influence stemmed from the lack of enthusiasm on the part of foundations to assist in the effort until a certain measure of progress had been attained. And, of course, another, and a most recent influence has been the joint interest displayed by the trustees and Roosevelt University in possible affiliation. Other "developing" influences could be cited, but those identified are among the principal ones.

It seems probably that other attempts to found new colleges in the suburbs would, in their progress, undergo similar types of change. Of course, the sooner such influences are recognized and assessed, the more appropriate becomes the planning and the more likely of early success becomes the attempt. What may be a critical turning point is most easily seen through hindsight, however.

Appropriateness of Purposes and Aims, of Plans and Actions

The purposes established for the college seem appropriate to the primary area to be served; the plans made and the actions taken to date have been effective in sustaining the effort and in overcoming several serious obstacles to continued progress but not equally effective in overcoming certain other obstacles, particularly financial ones.

The modification of the plans for and purposes of the new college give more assurance than existed during the first years of the attempt that the proposed institution will meet the needs of the area it is intended to serve. By taking into account the expressed wishes of area residents, the sponsors have developed a model which, if implemented, will offer a curricular emphasis and a range of programs seen as suitable for and attractive to a cross-section of the populace of South Suburbia and, as well, to potential students from beyond this region.

The purposes presently enunciated seem quite appropriate towards satisfying a number of existing educational and community needs of South Suburbia as these needs have been defined by other sources than the sponsors themselves. Further, there would seem to be enough interesting and potentially exciting aspects to the intended college, as it currently is conceived, to state that it could provide a prototype for other areas.

Obstacles overcome

A serious obstacle to continuance of the attempt was imposed by lack of a charter and of a tax-exemption certificate. The trustees (then directors) were successful in obtaining both these necessary certificates. In pursuing the charter, the sponsors displayed both ingenuity and tenacity and occasioned a nearly unprecedented public decision.

Acquisition of a desirable, even an outstanding, site has been accomplished. Without this, the sponsors perhaps would have been less successful in obtaining such operating funds as have been received, particularly the several substantial donations. Possession of a site also encouraged several donors to make pledges, which are to be available upon completion of certain additional progress.

The sponsors have been relatively successful in informing the public of their plans to build a new, innovative college. They have been able to command substantial press support and coverage of the efforts to date. They have been able also to obtain formal endorsement of their purpose from a number of area groups, bodies, and congregations.

A measure of success in arousing active support from South Suburbanites has been attained. Cash donations, volunteer assistance, gifts of potentially useful equipment, and so on have been received. Several hundred citizens have purchased "membership" over the years. And though such contacts have been unsuccessful in obtaining grants, visits to foundations have made a number of these institutions aware of the effort and alert to the fact that if the attempt continues favorably, future requests, based on certain requirements, will be forthcoming.

The formulation of a more specific statement of purpose and objectives was a major accomplishment. Though more specificity and perhaps some additional choices need to be made, the current statement provides a tool with which to measure progress and by which to assess alternative courses of action. The statement further has provided a basis for identifying an existing institution with perceived similar goals. Consideration of affiliation with such an institution may prove to be the critical decision made to date, since such affiliation could well succeed in overcoming several present obstacles to further progress.

Obstacles remaining

The obstacles remaining are not new; for at least several years overcoming them has been increasingly crucial to favorable outcome of the attempt. The first obstacle is financial. Stated bluntly, more money is needed, much more. Increased operating expenses and eventual capital costs must be provided. To date, several potential sources for such funds have been identified and, in some cases, approached successfully. But no concerted, extensive campaign has been launched.

Until lately, no basis for such a campaign was established, but now that the desired nature of the college has been established, such an effort can better be planned and undertaken. To do so, experts in fund-raising (or anexisting institution) undoubtedly will be needed. An all-out effort is necessary, and the task, as always, will not be easy.

Since the South Suburban area must provide both immediate and continuing financial support, an intensified program of information must be begun, preferably with professional advice and assistance. Moreover, groups from many, not just several, communities must be co-opted into endorsing and furthering the attempt. But within South Suburbia there are many projects planned or underway which will compete with the attempt for talent and resources, and this must be recognized and plans made accordingly.

Additional full-time staff are necessary to coordinate and assist the activities of the sponsors, who, it must be remembered, are volunteers and who thus have limited time to give to the attempt. This writer would expect to see more formal patterns of procedure develop with the addition of such a staff and as the focus of future activity contracts in scope but expands in amount.

An obstacle yet to be overcome is lack on the board of trustees of several members who can and will provide substantial financial assistance and who, furthermore, will work actively to open doors to additional resources. Ideally, such new trustees also should be able to participate actively in planning, in organization, and in consolidating area support.

Henry Wriston, former president of Brown University, once stated that he wanted a trustee to provide "work, wealth, and wisdom, preferably all three, but at least two of the three."[1] Of the three desiderata, the most active trustees of the attempt to form the new college have lacked wealth. None among them was able to donate a site to the college or to purchase one, for example; nor from any has come a gift of money substantial enough to underwrite much of the expense to date. It may not be absolutely necessary to the success of such an attempt for an "angel" to provide current expense funds or to donate a substantial amount of capital, but if any one wish could be granted such a group as that trying to raise a new college, it undoubtedly would be for a philanthropist to come forward and substantially underwrite a major portion of the effort.

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[1] Henry M. Wriston, Academic Procession (New York: Columbia University Press, 1959), p. 44.

Scope of the Attempt

The discussions held, plans made, and activities conducted during the first stages of the attempt to found a new college have involved private and professional persons, groups, businesses, foundations, agencies, associations, institutions of higher education, and governmental bodies located locally, regionally, and nationally.

During the initial stages of such an attempt as the present one, most, if not all, of the sectors of society that become involved during the operation of an existing institution of higher education are approached for advice, assistance, or permission to proceed. Other groups that might undertake a similar effort would find their range of activity equally comprehensive. Even though the principal area to be served by a new college is local, widely dispersed groups, agencies, resources, and so on must be approached and reckoned with during the period of establishment.

Chances of Success

That the effort to found a new college has sustained itself over several years and that it has been at least partially successful both in overcoming serious obstacles and in determining suitable alternatives at critical junctures provide the basis for suggesting eventual success. However, considerable weight is placed on the expectation of joint effort and future affiliation with an existing, viable institution of higher education.

The persistence displayed to date by the sponsors and their not inconsiderable success in overcoming a number of obstacles suggest that at least a continuation of the attempt will be made. Yet only so long can a volunteer effort endure without attainment of certain goals, else existing support and enthusiasm will wither away. And in the attempt under discussion only one attainment can be said to provide a satisfactory result: creation of a new college which embodies most or all of the purposes and objectives sought.

The continuing problems of raising needed finances and area-wide support must be overcome before additional progress can be assured; in turn, these problems are largely dependent for resolution on manifest acceptance by much, not just a portion, of the local citizenry of the need for the type of institution planned. With eventual affiliation with a compatible existing institution a goal to be approached, a coordinated effort between the sponsors of Park Forest College and personnel of the other group quite possibly could effect the desired result. The operational base and the personal and material resources of the second group could result, when combined with the experience, previous accomplishments, and resources of the Park Forest trustees, in a combination of forces and talents equal to the task of completing, perhaps even rapidly, the establishment of the desired new institution.

Confirmation of Thesis

The thesis of this study was that "during the initial phases of an attempt to found a new college, most of the factors ultimately crucial to the success or failure of the effort can be identified." It was assumed further that the factors are so general in operation that a case study such as the present one can show the interaction among factors and both their particular and relative importance. It is believed that the thesis has been substantiated.

The findings that have been presented and the inferences offered in the following pages identify and discuss factors that have seemed to be of critical importance. It is believed that these factors constitute a majority of those to be encountered in any such attempt--at least in kind, though degree of particular or relative importance would vary among different attempts as might the measure of interaction among factors. Taken as a whole these factors provide the basis for the qualified prediction of success. It is held also that, with certain changes in emphasis and perhaps in relative attention bestowed on them, the factors so far identified indicate, at the very least adumbrate, the continuing areas of concern for the Park Forest sponsors and Roosevelt University personal as, and assuming that, the projected affiliation becomes actual.

The generality of the factors is established further by noting their presence as predicted by Chase and Fretwell in these writers' listings of conditions indispensable to the success of attempts to advance the quality of education (Chase) or to found a new institution (Fretwell).[1] Two of Chase's six criteria definitely are evident in the attempt to found Park Forest College: (1) the presence of an "imaginative and energetic" body to sponsor the effort, (2) support by the press. Two other criteria to a degree have been present: (1) "*general* dissatisfaction" over the schools inadequacy to meet perceived present needs (italics mine), (2) "a citizens' movement." In less measure, there has been evidence of "an economy able to support" the attempt, though there undoubtedly are sufficient resources if these can be identified and garnered. Chase's sixth condition, "adoption of the cause by political leadership," has been absent as might be expected in an attempt to found a private institution, though such assistance at the proper time could be helpful.

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[1] Chapter I presents verbatim the conditions laid down by the two authors. See the last page of the section on "Review of the Literature."

Of Fretwell's six criteria, four are seen as being present in the attempt under discussion; one, as somewhat present; one, as possibly present. Those criteria present include: (1) a distinct need that can be expressed and identified, (2) existence of appropriate legislation, (3) persons to initiate action, (4) assumed response of potential students. The condition somewhat present is community support, its evidence and maintenance. Possibly present is the source and assurance of financial support.

Of the conditions listed between the two writer, nearly all so far have been of concern to the sponsors of Park Forest College. The sponsors have found some of these conditions readily present and other possible to accomplish. But two conditions, widespread community support and financial assurance have yet to be attained.

Inferences and Recommendations

This has been a case study; therefore, any generalizations based on the study must be considered conjectural, and the author is aware of this fact in advancing certain inferences presented in terms of their assumed appropriateness to other such attempts as may be undertaken. Nevertheless it is felt that the scope of the activity that has marked the attempt examined has been extensive enough in its involvement of persons, groups, agencies, plans and projections, and different resources over a sufficiently long period of time to have encompassed most of the major decisions and problems that inevitably would be encountered in such other attempts as may be undertaken.

The effort to create Park Forest College, like any particular attempt, has been in some aspects singular. But these singular features are less notable when viewed among all the other factors whose sum indicates the dimensions of a contemporary effort to raise a new, private college in a suburban area. The author is certain, moreover, that within the years immediately ahead there will be attempts in other suburban areas along the lines of that which has provided the content of this study.

The Initiating Group

Since an attempt to found a new, private college begins with formation of a group whose purpose is to carry the effort through to completion, it is important that the group contain within it a spread of individuals who possess the energies, skills, and experience that will be demanded, who are able to devote considerable time over an extended period to the effort, and who possess and can give to the attempt a measure of the resources that will be needed. Moreover, the group membership should be representative, from the beginning, of the area the college will serve.

Continuity of membership is most important, for new members can be expected to be relatively ineffective at first; and if membership turnover is excessive, fewer and fewer members increasingly will have to do more of the work. It would be advisable to consider each member of the key group as a potential trustee, though not all will become such, in making selections. At least one member, preferably several, should be able to provide financial assistance as well as potential endowment.

Within suburban areas, there undoubtedly exist such functioning organizations as the one which provided the initial key membership in the attempt studied. Augmented according to the criteria just advanced, they might well supply the nucleus of other initiating groups intending a similar effort.

Augmentation, Formalization and Incorporation

As the effort expands in scope and becomes more formalized, additional persons will become needed. Early incorporation will attest to the seriousness of purpose of the attempt, and official identity will assist in attracting to the effort individuals whose energies, skills, and resources are needed.

As the scope of activity expands, tasks will multiply, and more formal procedures for accomplishing them will be developed. Committees will be created; and, desirably, an advisory council of experts on one or another aspect of the attempt will be formed to work closely with the key group. (At least a minimal full-time staff now becomes necessary also.)[1] Incorporation provides the legal basis for structuring and formalization.

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[1] When plans and purposes are sufficiently established and specified, if resources permit, the chief administrative officer of the new institution should be employed to advise the sponsors and to carry out those aspects of the attempt which properly fall within his province.

In recruiting assistance, a group planning a new suburban college should be able to draw extensively from the large reservoir of potential support existing within the suburbs. Evidence of the existence of this potential is seen in the amazing number of active organizations common to suburbia. (Park Forest has over 100 identifiable groups). A selected number of these organization in any suburban area might well be persuaded to undertake such socially desirable and approvable projects as the raising of needed new colleges to serve their areas.

Establishment of Purposes and Goals

An attempt to found a new college can proceed with but marginal success until agreement has been reached regarding the nature, purposes, and aims of the proposed institution; such agreement must result in the production of a clearly stated and specifically detailed proposal, which then should be offered for evaluation of its appropriateness to representative persons and groups of the area to be served and to possible major supporters for their reaction.

"Know thyself" summarizes the instruction the key sponsors must heed. Among themselves, they need to reach clear agreement concerning the fundamental nature of the college-to-be, and they must make explicit the aims and purposes they would have it accomplish. This task requires prolonged discussion and debate--and often, some compromise.

"Know thy backers" summarizes the next instruction to be heeded. When a statement of nature, purposes and aims has been produced and accepted by the sponsors, it must be evaluated by the community to be served. Depending on the particular situation, this evaluation could come about through newspapers carrying the statement and asking for community response, through polls conducted by the sponsors, through selected interviews, through open meetings, or, preferably, through a combination of such methods for obtaining feedback. And, of course, any opportunity for studying previous area attempts, whether successful or unsuccessful, should not be passed by.[1] Particularly should proposed innovative programs or methods of operation be reacted to by persons and groups within the community as well as by potential supporters.[2]

Sequential Importance of Certain Factors

As an attempt progresses, different resources, plans, and activities assume particular importance to continued (and eventual) success. Though no exact point at which each of these factors becomes crucial can be identified, there can be suggested an advantageous time for encountering them and for dealing with them.

Following the formal decision (and possibly incorporation) to begin a new college and the execution of a definitive statement of purpose and objectives, resources sufficient to do the job must be sought. The first resources obtained should include a site, sufficient funds for conducting the necessary planning and for hiring at least a full-time coordinator and secretarial help.

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[1] Such study might better be carried out while the sponsors frame their statement of purpose and objectives.

[2] If the sponsors intend for the college to draw a significant percentage of its students from beyond the proximate suburban area, potential supporters' reactions to proposed innovations could prove strongly influential in occasioning re-examination.

and funds for equipping and maintaining an office. These needs should be satisfied before major attention is given to buildings, projected operations, detailed curriculum plans and the like. Energies must be devoted to acquiring these needs basic to continued efforts. Ideally, they could be met by the stroke of a pen held by the right sponsor (or sponsors). If such needs demand for their satisfaction extensive community support, efforts must be directed towards acquiring this support according to what seems the most feasible and least involved approach.

Next, limited solicitation--again ideally through the efforts of appropriate sponsors--of pledges or outright capital grants should be made. This effort should be directed at acquiring assurance that such support is obtainable. With the acquisition of a site, an office, an official identity (which may have to await certain material endowments depending on various legislation), the time for a concentrated effort to obtain community support is at hand.

A detailed plan for acquiring community support is needed. This will involve the advice and assistance of particular, experienced individuals and should be assigned to a special committee empowered to propose, and upon approval, carry out this aspect of fund raising. Meanwhile, another group should be at work developing a plan for approaching foundations, businesses and other potential donors. It becomes necessary at this stage to have in hand at least outlines, or sketches, of desired physical components.

By now, it is required that the organization have expanded sufficiently to possess the capacity and talents needed in planning for curriculum, organization of departments, operational financing and so on. As well, plans should have been made that include possible acceptable alternatives to be exercised in case delay occurs or a dead end in some critical aspects of progress is reached--for example, the possibility of affiliation with an existing institution dedicated to similar goals would provide one such alternative. Another might be abandonment (even expansion) of intended programs and capacities. Yardsticks for measuring progress will be necessary so that the time to consider alternatives is recognized when the time is at hand.

Assuming continuing, encouraging success in finance, other areas of concern can be undertaken. Plans for acquiring a library will have to be made. Identification of potential faculty becomes necessary. Student admission criteria will have to be formulated--and so on. Graduated, planned expansion must be accompanied by concommitant increase in actual and anticipated financial and material resources.

By way of conjecture, it would be interesting, and rewarding, to see a public agency, state or federal, create a fund which could supply a grant-in-aid to help sustain serious efforts to raise private colleges during the first years of the attempt when operating funds are badly needed. This, it seems, would be a legitimate speculation of public funds within a society whose historic commitment has been to a balance of private and public higher education.

Public support currently is available to private enterpreneurs who may attempt to form any one of a number of business enterprises; and often this aid is advanced, in effect, more as a grant than as a loan. Why not, then, and in a limited way, supply risk money for serious local attempts at "intellectual capitalism"?

The establishment of such a fund would encourage local initiative to be taken and would increase the active participation of responsible groups in seeking new and innovative solutions to an important social problem: lack of sufficient opportunity to attend college for all those wishing, and deserving, of entry. There are, of course, a number of problems associated with such a proposal. This writer has no blueprint to offer. But certainly the idea is not impossible of effectuation.

The Information Program

As soon as the nature of the intended new institution is decided on and its purpose and aims specified, a coordinated attempt to keep the area to be served apprised of both progress and needs must be instituted and maintained. Also kept informed should be identified potential supporters as well as agencies whose cooperation or assistance will be sought.

The support of the local press is of particular importance. Early in the attempt, the editors and publishers of area papers should be informed of the plans for forming a new college and their cooperation solicited. Perhaps they could be induced to run a regular report, say monthly, on the progress of the attempt in addition to including news releases and bulletins prepared by the sponsors.

The aim of public information is community endorsement and support of the effort. To this end, certain cautions must be observed. Information must be coordinated by someone, or by some committee, specifically charged with responsibility for the program; in this way conflicting reports or varying emphases can be avoided. Care must be taken also to avoid over-enthusiasm in reporting to the public. Favorable possibilities must be stated as such, not as inevitabilities, though the temptation to offer an optimistic view at all times may be strong. Needs must be described and ways of satisfying them through community effort presented.

Progress reports and frank descriptions of problems remaining should be prepared regularly, numbered, and sent to all past, present, and potential supporters. Included on the mailing list for reports should be such agencies or groups as the sponsors expect to approach or in turn by them be approached. This can help pave the way for future contacts, through keeping them informed; as examples, foundations, regional associations, accrediting agencies, and others.

Opportunities for Affiliation

In nearly all metropolitan areas there exists at least one sizeable private college or university in the inner city. It is not inconceivable that such institutions could be persuaded to consider establishing a branch college, distinctly different in programs and operation, in the surrounding suburbs.

Approach to these institutions by a group (such as the sponsors of Park Forest College) serious in their intent and possessed of certain resources and community backing might provide the necessary impetus for the establishment of needed new colleges in the suburbs. There is little doubt as to the need. And it seems high time for at least partial reversal of the recent trend for institutions located away from population centers to establish a metropolitan branch without apparent consideration of the fact that the suburbs are growing, on the whole, much more rapidly than the metropolises.

Implications for Further Research

Though there are many histories of colleges and studies of certain aspects of such institutions, little detailed information or analysis concerning the plans, actions, and obstacles involved in the early efforts to establish a new college is to be found. If more studies of the pre-operational stages of colleges existed, comparisons could be made that might serve to identify the factors that encourage or prevent eventual success in terms both of the nature of these factors and of their relative and sequential importance. Hopefully, the present study will serve as one such soufce of information.

Growth involves change and in institutions, which may be said to be social organisms, change in plans and actions modify the nature of the institution. Such undoubtedly will be the case with Park Forest College, if it becomes a reality. It would be instructive, therefore, to undertake a later study, say after a class has graduated, to determine what changes have taken place and in response to what needs and pressures. The origin of these needs and pressures would illuminate better the factors, whether social, economic, personal, or whatever, that influence the development of a new college during a certain period of time and within a particular setting.

In terms of the stated purpose and aims of a college, it would be further instructive to determine institutional responsiveness to community expectations. For example, are colleges more responsive during their early stages of development?

In short, a wide range of studies, both comparative and particular, is needed. New institutions provide an especially profitable source for study, for they are apt to reflect more visibly contemporary pressures and demands.

APPENDIX

The extent of activity undertaken to date by the sponsors of Park Forest College is shown by the range of contents of the files that have been developed. Reproduced below are the headings, both general and specific, of the files as they existed at the close of 1964. Specific areas of concern, emphasis, and inclusion would vary, of course, from one attempt to another; but among the topics which follow there would be included much of the focus of attention of any similar attempt during its initial (and continuing) stages.

Board

- Board of Directors
  - Agendas
  - Minutes to 1964
  - Minutes, 1964
- Notices of Meetings, and Memos
- Waiver Blanks
- Executive Committee
- Advisory Council

Committees, Councils, Groups, Organizations

- Committees
- Committee Meetings
- Executive Committees (see also "Board")
- Area Organizations
- Regional Association of South Cook-Will Counties
- Professional liaison
- Jaycees
- Lions Club
- Park Forest Art Center
- SPEBSQSA

Finance and Financial Support

- Finance
  - Finance committee meetings
- Budgets
- Loans
- Purchasing
- Treasurer's Reports
- Fund Raising
  - Associates program
  - Associates solicitations
- Donors
  - Prospective donors (service organizations)
  - Prospective donors (business)
  - Prospective donors (private)
  - Prospective donors (foundations)
- Council on Library Resources
- Educational Facilities Laboratory
- Ford Foundation
- Fund for the Advancement of Education
- Scholarships

History

- History
- News Stories (to 1963)
- New Stories (1-1-63 to 6-30-63)
- New Stories (7-1-63 to 12-31-63)
- New Stories (1-1-64 to 6-30-64)
- New Stories (7-1-64 to 12-30-64)
- Kelly Project
- Organization Notes
- Administration

Legal and Professional

- Legal
- Architect
- By-laws
- Land Negotiations
- Insurance
- Tax Exemption
- Accreditation
- Professional Standards
- Teacher Certification

Library

Library
Library Committee Meetings
Correspondence
Euopream Correspondence
ALA
ALA Convention, 1963
Catalogues-microforms
Catalogues-books
Microcard Corporation Materials
National Microfilm Association
Microfiche Foundation
Microfiche Materials
A-V Research Company
Bell and Howell Company
Lost Cause Press
Recordak Corporation

Personnel

Personnel
  (some two dozen files on individuals)
Resignations
Faculty Applications
Presidential Candidates
Volunteers-present
Volunteers-former

Principles, Objectives, Curriculum

Statements of Principles
Brochure
  Mailings of brochure
Curriculum
  Center for Graduate Studies
  Community schools-seminar
  Center for Community Improvement
College Resources Seminar
Other Colleges-aims, curricula, features
Higher Education-trends, needs, etc.

Public Relations, Information, Support

- Public and Press Relations
- Brochure Mailings
- Community Relations
- Forum Series
- Speaking Engagements
- News Letters and Bulletins
- Press Releases
- Public Meetings
- Testimonial Support
- TV

Physical Plant

- Physical Plant and Committee
- Buildings
- Classroom Structure
- Heating and Cooling
- Theatre-Chapel-Auditorium
- Engineering
- Northern Illinois Gas Company
- Office Machines

Miscellaneous

- Book Orders
- Book Gift Project
- Chicago Office
- Districting
- Maps, Overlays, etc.
- Miscellaneous Inquiries
- Park Forest Office
- Thank you's-work donated
- Decision-Making Course

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